REPORT RESUMES

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TEACHERS' GUIDES. WORLD HISTORY FOR THE ACADEMICALLY TALENTED. ADVANCED PLACEMENT EUROPEAN HISTORY.

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CLEVELAND PUBLIC SCHOOLS, OHIO

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PREPARED BY TEACHERS AND SUPERVISORS WORKING WITH A 2-YEAR DEMONSTRATION PROJECT, THIS DOCUMENT CONTAINS GUIDES FOR A WORLD HISTORY COURSE (PREHISTORY TO EARLY 20TH CENTURY) FOR THE GIFTED AND AN ADVANCED PLACEMENT COURSE IN EUROPEAN HISTORY (ANCIENT CIVILIZATION TO EARLY 20TH CENTURY). STUDENTS ARE EXPECTED TO STUDY HISTORICAL ISSUES AND DEVELOP RESEARCH SKILLS, SCHOLARSHIP, AND ABILITY IN THE PREPARATION OF REPORTS AND ESSAYS. IN THE GIFTED COURSE, LEARNING PROCESS IS STRESSED. MASTERY OF CONTENT AND THE USE OF ADVANCED ANALYTIC TECHNIQUES ARE AIMS OF THE ADVANCED PLACEMENT COURSE. EACH COURSE IS SCHEDULED FOR TWO SEMESTERS. FOR THE UNITS OF EACH COURSE, TIME ALLOTMENTS, OUTLINE OF TOPICS, READINGS, LEARNING AIDS, DISCUSSION AND STUDY QUESTIONS, AND MAP STUDIES ARE PROVIDED. SUPPLEMENTARY READING LISTS ARE INCLUDED. (RM)

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TEACHERS' GUIDES

World History for the Academically Talented

Advanced Placement European History

STATE BOARD of EDUCATION · OHIO ·

Issued by

E. E. HOLT
Superintendent of Public Instruction
Columbus
1963

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TEACHERS' GUIDES

WORLD HISTORY FOR THE ACADEMICALLY TALENTED
ADVANCED PLACEMENT EUROPEAN HISTORY

STATE BOARD OF EDUCATION
OHIO

Prepared by
CLEVELAND PUBLIC SCHOOLS
Division of Social Studies
In Cooperation With
THE OHIO DEPARTMENT OF EDUCATION
Under the Direction of
R. A. HORN
Director, Division of Special Education

Columbus, Ohio
1963

FOREWORD

The Cleveland Public Schools with the cooperation of the Ohio Department of Education have conducted a demonstration project in World and European History for the past two years. This project has been supported by funds that were appropriated through legislative action.

The Academically Talented World History and Advanced Placement European History courses were designed to provide enrichment and acceleration for a selected group of able pupils. The teachers' guides were developed by teachers and supervisors who were working with this program.

These guides are presented to the educators of Ohio as further evidence of our continued interest in providing for the gifted child. It is my hope that other schools throughout Ohio will benefit from these guides for enriched instruction

E. E. HOLT
Superintendent of Public Instruction

ACKNOWLEDGEMENTS

The Division of Special Education is grateful to the members of the Social Studies Steering Committee of the Cleveland City Schools for their contributions to this publication. The committee included:

Administrators who provided inspiration, leadership, and guidance to the committee:

Dr. William B. Levenson, Superintendent
Mr. Alva R. Dittrick, Deputy Superintendent
Dr. Harry B. Ritchie, Assistant Superintendent
Mrs. Dorothy E. Norris, Directing Supervisor Major Work Classes
Mr. Clyde F. Varner, Social Studies Supervisor

The Directing Supervisor of the Division of Social Studies who coordinated the program and edited the teachers guides:

Mr. Allen Y. King

The Projects Committee, composed of four teachers and a social studies supervisor who developed and prepared these teachers' guides:

Mr. Everett F. Augspurger, Chairman
Mr. Augustine Caliguere
Mr. Howard J. Lawrence
Mr. Edwin Naujoks
Mr. Allen B. Richardson

To each of these people, we offer our sincere thanks and appreciation. We feel that their efforts produced a valuable addition to the enrichment of social studies in Ohio.

THOMAS M. STEPHENS
Administrative Assistant
Division of Special Education

R. A. HORN
Director
Division of Special Education

INTRODUCTION

Background

Several Cleveland high schools have had classes for academically talented pupils in World History and American History and Government for a number of years. James Ford Rhodes High School inaugurated a program in 1960 to prepare the more able students for the Advanced Placement test in American History. As a result of these classes, plans for the Academically Talented-Advanced Placement work in social studies in the Cleveland high schools were begun in the Spring of 1961.

The purposes of this program were (1) to meet the needs of and adequately challenge the potentials of those students in the secondary schools capable of completing an advanced program in social studies, and (2) to provide the course sequences needed for the implementation of this talent.

In the Academically Talented history classes, the students are expected to be creative, curious, persevering, capable of considerable independent study, and fully capable of profiting by unusual academic challenges.

The Advanced Placement courses strive to duplicate college courses in content; to develop in students a mastery of the facts and chronology of history; to acquaint them with documentary, analytical, historiographical, and interpretive materials, and to further develop the goals of the courses.

In both cases, special emphasis is placed on the development of techniques contributing to skill in the writing of papers and essay examinations. An attempt is made to gradually increase the length and difficulty of assigned papers and of essay examination questions. Pupil-teacher conferences are necessary to assist individual pupils in the development of skills in language usage and in the organization, selection, and presentation of relevant material. In the Advanced Placement classes, time is also devoted to the special preparation of the Advanced Placement students for the annual May examinations.

Suggestions for Using This Book

The primary suggestion for using this guide is to adapt the materials to meet the needs of your particular educational situation.

These guides provide materials for both acceleration and enrichment and should be helpful to all secondary social studies teachers. The user can develop his own combinations or modifications of the ideas and materials presented herein.

For your convenience, this booklet contains two guides separated by the colored divider. The tables of contents for the Academically Talented and Advanced Placement courses are found at the beginning of each guide. The unit table of contents, colored page, lists the pages and titles for each of the units of study. This organization will allow for ready reference to a given unit of study.

It is our hope that these guides can be adapted, modified, or used as written by secondary social studies teachers to assist in the improvement of their programs.

ARTHUR R. GIBSON
Educational Specialist
Programs for the Gifted

ACADEMICALLY TALENTED

TABLE OF CONTENTS

Page
NEA and NCSS Quotation 3
Objectives 4
Organization 5
Message to the Student 6
Suggested Course Rules 6
Unit and Time Plan 8
Units of Study and Textbook Assignments 9
Visual Aids—Codes 10
Bibliography of General References 11
Units I-VIII 12
A. Textbook Assignment
B. Major Topics
C. Subjects for Collateral Reading
D. Discussion Question References
E. Suggested Areas for Exploration
F. Map Studies
G. Visual Aids
H. Recommended References
Bibliography of Specialized Accounts 62
Bibliography of Historical Fiction 65

TABLE OF CONTENTS

UNITS OF STUDY

First Semester

Unit Page

I Prehistoric Times 12
II Ancient Civilizations 15
III Middle Ages 22
IV The Renaissance 28
V The Making of Modern Europe 33

Second Semester

VI Era of Revolutions 40
VII Nationalism and Democracy 46
VIII Modern Imperialism and Its Consequences 51

THE PROGRAM FOR TRAINING TALENT IN THE SOCIAL STUDIES

Academically talented students, because of their more acute perceptions and keener insight, should be trained to . . . recognize and comprehend the attitudes and values of cultures other than their own.

The intellectual endowment of academically talented students permits them to acquire more than usual factual mastery of the social world around them. The content of their social studies education should be modified to provide them with greater knowledge of the present and of the historical past, both as an aid to understanding contemporary culture and as a discipline through which they may refine their judgments and enlarge their appreciations.

Intellectually gifted students are better prepared to deal with generalizations, abstractions, and relationships than less gifted youngsters; and their social studies instruction should correspondingly place greater emphasis on ideas, concepts, and theories than on mere factual content.

Social Studies For the Academically Talented Student
NEA and the National Council for the Social Studies

OBJECTIVES

1. To familiarize the pupil with the development of world civilization from the early beginnings to the present.
2. To introduce the pupil to the ideas, ideologies, and systems that have been important in the various world civilizations.
3. To develop in the pupil an understanding of and sympathy with certain values as acquired from a study of the world's history.
    a. An appreciation of the worth of the individual and a realization of the dignity of man.
    b. An understanding of other times, other places, and other peoples.
    c. The development of perspective relative to the sources of modern society, emphasizing the similarity of problems of past and present and the successes and failures of earlier civilizations in their attempts to solve these problems.
4. To develop skills and abilities peculiar to historical scholarship.
    a. Ability to determine the relative importance of issues, events, conditions, and institutions and emphasize those of major significance.
    b. Ability to think critically with regard to controversial questions.
    c. Skill in writing on historical topics with concern for factual accuracy, clarity, logical organization, and effectiveness of expression.
    d. Skill in listening to an instructor—delivered lecture and in taking selective and meaningful notes.
    e. Skill in preparing papers on chosen historical topics with correct procedures in seeking reference materials, making annotations, using accepted forms, and developing specific ideas or points of view.

ORGANIZATION

The first semester of the course covers the history of man from prehistoric times through the pre-revolutionary era of European history in the late eighteenth century. The second semester carries the study from that point to the middle of the twentieth century.

While the basal textbook for this course is a standard high school world history text, pupils are required to make extensive use of other materials such as historical documents and the writings of numerous world historians providing differing interpretations of various aspects of world history. Pupils are expected to read extensively over a wide variety of topics.

Current events are also included since their study contributes to an improved understanding of the problems of the past.

Considerable use of essay type examinations is desirable in this course. Relatively simple objective and essay type tests are to be introduced in the first unit. In later units both the complexity and length of these tests are to be increased.

The ability to perform independent research and to communicate the findings in intelligent and effective writing is a skill that gifted persons need to develop. Research papers require students to enlarge their knowledge of a specialized area and provide exercise in historical method. The written paper should be a scholarly product of quality regardless of length. Experience has shown that two or three short papers of relatively limited scope serve better the development of research techniques than does a single long paper.

Map assignments for gifted pupils should involve not merely geographical identification and recognition but also interpretation.

MESSAGE TO THE STUDENT

You are now enrolled in an above-average World History course. You are, presumably, in the upper 15 or 20 per cent of the secondary school pupils of the United States. You have been placed in this course because of your ability to learn rapidly, to organize well, and to think logically. We expect you to be creative, curious, persevering, capable of considerable independent study, and fully capable of profiting by unusual academic challenges.

In this course you will be challenged to (1) develop habits of careful reading, critical thinking, good writing, scholarly analysis and research ability, (2) acquire a thorough knowledge of historical issues, (3) improve your ability to understand history in the making and its relationship to your community and the contemporary scene.

Finally, this course in World History may be a basis for the more advanced, more specialized, more detailed, more critical course in Advanced Placement European History through which you may earn college credit during your senior year in high school.

SUGGESTED COURSE RULES

1. Since this is a rigorous high school course designed for pupils of superior ability, they are expected to spend at least one hour outside of class preparing for each class period. Should they find themselves spending significantly more than that amount of time, they should discuss the situation with their teacher.
2. If they are unable to read an assignment before the class meets, they should notify their teacher as they enter the room. This situation is not expected to arise often. We expect to treat the students as adults. Adults have privileges to accompany their responsibilities.
3. Work must be submitted on time. Unless the student has an excuse, such as illness, his teacher will not accept late papers without a penalty.
4. Students are expected to contribute to class discussion.

5. Provision will be made to schedule conferences with the student to discuss his progress.
6. Each student is required to keep a loose leaf notebook (8½ x 11). This notebook will contain pertinent material obtained outside of class as well as class material.
7. Except for report cards, all work will be graded more severely than in regular classes. A student may receive a D on an examination or paper. This mark will mean that the instructor considered the paper D work by advanced standards. This mark will not necessarily mean that the student will receive a D on his report card.
8. All outside work is to be done in ink or typewritten.
9. Several short research papers will be required as the course progresses. Each student will find it to his advantage to purchase 3 x 5 bibliography cards and 5 x 8 note cards.

   Each student will use a manual giving necessary details on the format of a research paper. The manual used will be:

   > Lipson, Shirley and Anne W. Abrums—*The College of Education Style Manual.* Columbus, Ohio: College of Education, The Ohio State University, 1960.

10. Examinations each consisting of an objective test and an essay test will be administered at frequent intervals.

UNIT AND TIME PLAN

Unit	First Semester	Class Periods AT
I	Prehistoric Times	5*
II	Ancient Civilization	25*
III	Middle Ages	25*
IV	Renaissance	15*
V	The Making of Modern Europe	15
	Discretion of Instructor (Review, etc.)	2
	Examinations	2
	Semester Total	89

Unit	Second Semester	Class Period AT
VI	The Era of Revolutions	25
VII	Nationalism and Democracy	15
VIII	Modern Imperialism and Its Consequences	45
	Discretion of Instructor (Review, etc.)	2
	Final Examination	2
	Semester Total	89

* Areas of Concentration

UNITS OF STUDY AND TEXTBOOK ASSIGNMENTS

Basal Text: Zebel, Sidney H. and Sidney Schwartz, *Past to Present,* New York: The Macmillan Company, 1960.

Unit I	Prehistoric Times Chapters (Lessons) 1, 2
Unit II	Ancient Civilizations Chapters 3-13
Unit III	Middle Ages Chapters 14-25
Unit IV	The Renaissance Chapters 26-30
Unit V	The Making of Modern Europe Chapters 31-38
Unit VI	The Era of Revolutions Chapters 39-46
Unit VII	Nationalism and Democracy Chapters 47-54
Unit VIII	Modern Imperialism and Its Consequences Chapters 55-74

VISUAL AIDS—CODES

Sources:

C.P.L.M. —Cleveland Public Library Movie
B.V.E.M. —Bureau of Visual Education Movie (Cleveland Public Schools)
C.P.L.F.S. —Cleveland Public Library Film Strip
B.V.E.F.S.* —Bureau of Visual Education Film Strip
C —Color (no letter—black and white)
Number in Parenthesis —Length in minutes

* Number preceding title of film strip is the code number by which it is identified at the Bureau of Visual Education.

BIBLIOGRAPHY OF GENERAL REFERENCES

General Surveys and Textbooks

Brinton, C., J. B. Christopher, and R. L. Wolff, *A History of Civilization*, Prentice-Hall, 1960.

Ferguson, W. K., and G. Bruun, *A Survey of European Civilization*, Houghton Mifflin, 1958.

Van Loon, Hendrik, *The Story of Mankind*, Liveright, 1951.

Ancient History

Breasted, James, *The Conquest of Civilization*, Harper, 1938.

Robinson, Charles A., Jr., *Ancient History*, Macmillan, 1951.

Medieval Period

Painter, Sidney, *A History of the Middle Ages, 284-1500*, Knopf, 1953.

Modern History

Ergang, Robert, *Europe from the Renaissance to Waterloo*, Heath, 1954.

Langsam, Walter C., *The World Since 1919*, Macmillan, 1954.

Zebel, Sidney H., *A History of Europe Since 1870*, Lippincott, 1948.

Source Books

Beatty, J. L. and O. A. Johnson, *Heritage of Western Civilization*, Prentice-Hall, 1958.

Knowles, G. G. and R. K. Snyder, *Readings in Western Civilization*, Lippincott, 1951.

They Saw It Happen Series, Macmillan, 1957-1958. (British History)

Weber, Eugene, *The Western Tradition*, Heath, 1959.

Atlas

Palmer, R. R. (ed.), *Atlas of World History*, Rand McNally, 1958.

UNITS OF STUDY

UNIT I

Prehistoric Times
(5 days)

A **Text—Chapters (Lessons 1, 2)**

B. **Major Topics**

1. Origin of the earth
2. Origin of living organisms
3. The Ice Ages
4. Man and his ancestors
5. The Old Stone Age
6. The New Stone Age
7. Age of Metals
8. Development of writing and the calendar

C. **Subjects for Collateral Reading** *(No encyclopedia)*

It is suggested that a minimum of twenty-five pages of collateral reading be done on this unit.

1. Theories on the formation of the earth
2. Dinosaurs
3. Java man
4. Neanderthal man
5. Cro-Magnon man
6. Old Stone Age tools and weapons
7. New Stone Age tools and weapons
8. Religion of prehistoric man
9. Physical characteristics of the races of man
10. The invention and development of writing

or

Reading from any of the books listed in the "Bibliography of General References" or in the "Recommended References" (Section H) in this unit.

The notes taken for collateral reading throughout the course may be used as the basis for panel discussions, brief papers, oral reports, or any other type of individual or group activity.

Three papers of approximately one thousand words each should be required for the first semester. These might be scheduled so as to reduce to a minimum extraordinary demands for time for marking. Notes taken for any of the collateral reading topics in any of the units may be used as the first step in the preparation of a paper and expanded as necessary to provide a satisfactory body of material.

D. Discussion Questions

Excellent discussion questions may be found under the heading "Applying History" on page 18 in the text.

E. Suggested Areas for Exploration

1. "Fire is the most basic of man's discoveries."
   Defend or refute this statement.
2. Compare Neanderthal man, Java man, and Cro-Magnon man.
3. Do you accept the literal definition of "homo sapiens"? Explain.
4. How does the story of early man illustrate the expression, "Necessity is the mother of invention"?

F. Map Studies

1. "Important Traces of Primitive Man before the Coming of Homo Sapiens." Page 3.

   Orally indicate where these traces were located and discuss the significance of their location.

G. Visual Aids

Buddhism	C.P.L.F.S.	C
Coming of Civilization	C.P.L.F.S.	C
Confucianism and Taoism	C.P.L.F.S.	C
Dawn of Religion	C.P.L.F.S.	C
Discovery of Agriculture	C.P.L.F.S.	C
Egypt's Eras of Splendor	C.P.L.F.S.	C

First European Civilization—Crete: Minoan Age C.P.L.F.S. C

First European Civilization—Crete: Palace of Minoan C.P.L.F.S. C

Forebears of the West: The Celts C.P.L.F.S. C

Great Age of Warriors—Homeric Greece C.P.L.F.S. C

Man Inherits the Earth C.P.L.F.S. C

The Oldest Nation: Egypt C.P.L.F.S. C

Sumer: The First Great Civilization C.P.L.F.S. C

H. Recommended References

Andrews, Roy C., *Meet Your Ancesters,* Viking, 1945.

Childe, V. Gordon, *What Happened in History,* Penquin, 1946.

Howells, William V., *Back of History,* Doubleday, 1954.

Quennell, M. C. and C. H. B., *Everyday Life in the Old Stone Age and Everyday Life in the New Stone, Bronze, and Early Iron Ages.*

Rowse, A. L., *The Use of History,* Macmillan, n. d. (Teach Yourself History Series).

White, Anne T., *Lost Worlds: Adventure in Archeology,* Random House, 1941.

UNIT II

Ancient Civilizations
(25 days)

A. Text—Chapters 3-13

B. Major Topics

1. Pre-Greek Era
    a. Civilization of Egypt
    b. Civilization of Mesopotamia
    c. Civilization of the Semites
    d. The First Babylonian Empire
    e. The Fertile Crescent
        (1) The Hittites
        (2) The Lydians
        (3) The Phoenicians
        (4) The Hebrews
    f. The Assyrian Empire
    g. The Second Babylonian Empire
    h. The Persian Empire
    i. Hindu Civilization
    j. Buddhism
    k. Civilization in China
        (1) Dynasties: Shang, Chou, Chin, Han
        (2) Religions: Confucianism, Taoism
2. Greek Civilization
    a. Cretans
    b. City States: Athens, Sparta
    c. Persian Wars
    d. The Golden Age
    e. The Peloponnesian War
    f. Alexander the Great
3. Roman Civilization
    a. Etruscans
    b. Punic Wars

c. The Republic
d. The Empire
e. Roman Culture

C. Subjects for Collateral Reading *(No encyclopedias)*

It is suggested that a minimum of two hundred pages of collateral reading be done on this section.

1. The Nile River
2. Egyptian irrigation
3. The pyramids
4. The Hyksos
5. Hieroglyphics and Egyptian writing
6. The religion of the Ancient Egyptians
7. Ikhnaton
8. Thebes
9. Egyptian arts, science, and medicine
10. The religion of the Sumerians
11. Cuneiform writing
12. The Hammurabi Code
13. Contributions of the Hittites, Lydians, and Phoenicians to civilization
14. Religions: Judaism, Zoroastrianism, Hinduism, Buddhism, Confucianism, Taoism, Greek, Roman
15. The Hanging Gardens of Babylon
16. The caste system in India
17. The Golden Age of China
18. The Great Wall of China
19. The civilization of ancient Crete
20. Solon's laws
21. Pericles
22. The Parthenon
23. The philosophies of Socrates, Plato, Aristotle
24. The dramas of Aeschylus, Sophocles, Euripides
25. The contributions of Herodotus, Hippocrates
26. Alexander the Great
27. Hellenistic Culture
28. The legend of Romulus and Remus
29. The Punic Wars
30. Life in the Roman Republic, Empire
31. Julius Caesar

32. The writings of Horace, Virgil or Livy

or

Reading of any of the books listed in Section H of this unit or in the "Bibliography of General References."

D. Discussion Questions

Excellent discussion questions may be found under the heading "Applying History" on pages 30, 37, 45, 54, 64, 76, 83, 90, 104, and 112 in the text.

E. Suggested Areas for Exploration

1. Compare the philosophy of the Egyptian religion at the time of the empire relative to immortality to modern religions.
2. The early rulers of Thebes built a dam at Aswan. What has been the recent significance of that location?
3. How does the early history of Mesopotamia illustrate the significance of geography in political history? Cite other examples.
4. Compare "Hammurabi's Code with present-day law. Do you consider it in any respects superior to present-day law? Why?
5. Compare the policies of the Assyrian rulers with those of the Persian rulers. What significance does this have for modern nations?
6. What advantage did their knowledge of the smelting of iron give the Hittites over their neighbors? Has predominance in the iron and steel industry served modern nations similarly?
7. Use the experience of the early Hindu communities to support the principle of free enterprise.
8. Analyze the teachings of Hinduism and Buddhism and compare them with the teachings of Christianity.
9. Continue the analysis of the effect of geography on history as related to the early Chinese.
10. Has Christianity had as much effect on the life and character of Christian nations as Confucianism had on the Chinese? Explain your answer.
11. What makes a battle decisive?

12. Compare Athenian democracy with American democracy. What features of Athenian democracy do you feel might be incorporated into our democracy? Justify your choices.
13. Socrates asked, "What is justice?" and "What is virtue?" How would you answer these questions?
14. What lessons are there for modern nations in the decline of the Greek city-states?
15. Did Alexander merit the epithet, "The Great"? Justify your answer.
16. The family unit played a vital role in the life of both early China and Rome. Discuss the significance of this to the history of these two countries and to modern nations.
17. Are the terms "republic" and "democracy" synonymous? Explain your answer.
18. Discuss slavery as a moral, social, and economic evil.
19. Your text says that many Romans justified Octavian's seizure of dictatorial powers because it seemed to be the "only remedy for the strife-torn country." This seems to support the adage, "The end justifies the means." Do you accept this philosophy? Why or why not?
20. What is there in the history of the Roman Empire to support the values of a united Europe toward which many people today aspire?
21. Compare the "melting pot" which the Roman Empire was spoken of as being by your text with the concept as applied to the United States.
22. Which would you say was the one single greatest contribution of the ancient Greeks and Romans to our culture. Justify your choice.

F. Map Studies

1. "Egyptian Empire, 1450 B. C.," page 27
   a. On a large outline map of the World draw a duplicate of this map.
   b. Explain the importance of the locations on the map which are significant in the history of ancient Egypt.
2. "Babylonian Empire about 2000 B.C.," page 34
   a. On the same outline map as above draw a duplicate of this map.

   b. Explain the importance of the locations on the map which are significant in the history of the Babylonian Empire.

3. "Western Asia, 1500-500 B.C.," page 43
   a. With penciled shading indicate on the same outline map as above the extent of the Persian Empire and with diagonal lines the Fertile Crescent.
   b. Explain the importance of the locations on the map which are significant in the period from 1500 to 500 B.C.

4. "Ancient India," page 50
   a. Make a free hand map duplicating this one, with the locations indicated.
   b. Be prepared to write an explanation of the significance of the places on this map.

5. "Ancient China," page 59
   a. Be prepared to write briefly concerning the significance in Chinese history of each of the dynasties indicated on this map.

6. "Greek Settlements in the Mediterranean Basin, 800-500 B.C.," page 70
   a. On a wall map locate the places where the ancient Greeks made early settlements.

7. "Ancient Greece, 480 B.C.," page 75
   a. Be prepared to write briefly on the significance of the following places in Greek history:
      (1) Sparta
      (2) Olympia
      (3) Corinth
      (4) Delphi
      (5) Thebes
      (6) Marathon
      (7) Athens
      (8) Thermopylae
      (9) Troy

8. "Hellenistic World," page 86
   a. On the outline map previously used indicate with a colored line the maximum extent of Alexander's empire.

9. "Rome and Carthage—218 B.C.," page 94
    a. On the same outline map as above indicate the locations of Rome and Carthage in 218 B.C.
    b. Explain: Latins, Etruscans, Sammites, Gauls.
10. "Roman Empire, A.D. 180," pages 102-120
    a. On a wall map be prepared to locate all of the places indicated on this map as members of the class call them to you.

G. Visual Aids

25 A—Ancient Egypt B.V.E.F.S.
Assassination of Julius Caesar (27 min.) B.V.E.M.
Buddhism C.P.L.F.S. C
Confucianism C.P.L.F.S. C
Cyprus Is an Island (24 min.) C.P.L.M.
Death of Socrates (27 min.) B.V.E.M.
4-0-7 Early Nations of Southwest Asia B.V.E.F.S. C
28 A 2 Early Peoples of Italy B.V.E.F.S.
Egypt's Eras of Splendor C.P.L.F.S. C
First European Civilization — Crete Minoan Age C.P.L.F.S. C
First European Civilization — Crete: Palace of Minoan C.P.L.F.S. C
Forebears of the West: The Celts C.P.L.F.S. C
23 A 2 Gifts from Ancient Times B.V.E.F.S. C
4-0-8 Grandeur That Was Rome B.V.E.F.S. C
Great Age of Warriors: Homeric Greece C.P.L.F.S. C
Greece Throughout the Ages (20 min.) C.P.L.M.
Hinduism (20 min.) C.P.L.M.
28 A 3 Imperial Rome — Its Life and Grandeur B.V.E.F.S. C
Life in Ancient Greece (14 min.) C.P.L.M.
Marc Anthony of Rome (23 min.) B.V.E.M.
The Oldest Nation: Egypt C.P.L.F.S. C
28 A 4 Picture Stories of Ancient Rome B.V.E.F.S.
28 A 6 Roman Life B.V.E.F.S.
28 A 7 Roman World B.V.E.F.S.
Sumer: The First Great Civilization C.P.L.F.S. C
Triumph of Alexander the Great (27 min.) B.V.E.M.

H. Recommended References

Burn, A. R., *Alexander the Great and the Hellenistic Empire,* Macmillan, n.d. (Teach Yourself History Series)

Burn, A. R., *Pericles and Athens,* Macmillan, n.d. (Teach Yourself History Series)

Casson, Lionel, *The Ancient Mariners,* Macmillan, 1959.

Chiera, Edward, *They Wrote on Clay,* Chicago, 1957.

Cottrell, Leonard, *The Bull of Minos,* Rinehart, 1958.

Foster, Genevieve, *Augustus Caesar's World,* Scribner's, 1947.

Glueck, Nelson, *Rivers in the Desert,* Farrar, 1959.

Mills, Dorothy, *Book of the Ancient Greeks,* Putnam, 1925.

Mills, Dorothy, *Book of the Ancient Romans,* Putnam, 1927.

Quennell, M. C. and C. H. B., *Everyday Things in Ancient Greece,* Putnam, 1954.

Seeger, Elizabeth, *The Pageant of Chinese History,* Longmans, Green, 1947.

Tappan, Eva M., *The Story of the Greek People,* Houghton Mifflin, 1938.

Tappan, Eva M., *The Story of the Roman People,* Houghton Mifflin, 1938.

UNIT III

Middle Ages
(25 days)

A. **Text — Chapters 14-25**

B. **Major Topics**

1. Decline and fall of the Roman Empire
    a. Causes
    b. Barbarian invasions
    c. Christianity
2. Charlemagne's Empire
3. Byzantine Empire
4. Moslem Empire
5. India
    a. Gupta Empire
    b. Mogul Empire
6. China
    a. Tang Dynasty
    b. Sung Dynasty
    c. Mongols
    d. Ming Dynasty
    e. Manchu Dynasty
7. Feudalism
8. Medieval trade and towns
9. The medieval church
10. Medieval education
11. Medieval literature and art

C. **Subjects for Collateral Reading** *(No encyclopedias)*

It is suggested that a minimum of two hundred pages of collateral reading be done on this unit.

1. Causes of the fall of the Roman Empire

2. Germanic life prior to the fall of the Roman Empire
3. Attila
4. The Council of Nicaea
5. Gregory the Great
6. Life in an early Christian monastery
7. The Frankish Empire of Clovis
8. Charles Martel
9. Charlemagne and his empire
10. Otto the Great
11. Hugh Capet
12. The reign of Justinian
13. Byzantine Culture
14. The teachings of Mohammed
15. The Battle of Tours
16. Moslem Art and Architecture
17. The Gupta Dynasty in India
18. Buddhist temples
19. The Taj Mahal
20. The Empires of Baber and Akbar
21. Economic and cultural advances of China under the Tang Dynasty
22. Chinese inventions
23. The Empires of Genghis Khan and Kublai Khan
24. The travels of Marco Polo
25. Life of a feudal nobleman, knight, or serf
26. Life in a feudal town
27. The Guilds
28. The Christian Church in the Middle Ages
29. The conflict over investitures
30. The contributions of Innocent III, Saint Dominic, St. Francis of Assissi, Gregory VII
31. The Seven Sacraments of the Christian Church
32. Universities in the Middle Ages
33. The teachings of Peter Abelard, Roger Bacon, Thomas Aquinas
34. Dante and the Divine Comedy
35. Romanesque and Gothic Architecture

or

Reading from any of the books listed in Section H of this unit or in the "Bibliography of General References."

D. Discussion Questions

Excellent discussion questions may be found under the heading "Applying History" on pages 122, 129, 137, 143, 150, 158, 168, 181, 186, 192, and 206 in the text.

E. Suggested Areas for Discussion

1. What lessons are there in the fall of the Roman Empire to modern nations?
2. What are the factors which differentiate a barbarian society from a civilized society?
3. How do you account for the rapid spread of Christianity throughout the Roman Empire?
4. Analyze the statement, "Times of trouble have often been marked by great spiritual advances" as to validity and the explanation for it.
5. Evaluate Charlemagne's influence on history.
6. Justify the use of the phrase "the terrible ninth and tenth centuries".
7. As you have studied various empires and kings, has there been any evidence that those who were most religious were most successful? Explain.
8. Why has the codification of law always been considered a major achievement in the history of a nation?
9. Compare the teachings of Islam to those of other modern religions.
10. Explain the meaning of the statement, "One hour of justice is worth more than seventy hours of prayer."
11. How do you account for the fact that Indian civilization was not as seriously affected by the barbarian invasions as was western Europe?
12. Were invasions of foreigners a boon or detriment to India? Justify your answer.
13. Has gunpowder been more a boon or detriment to civilization? Justify your answer.
14. Compare the effect of foreign invasions on India and on China.
15. What do you consider the greatest achievement of feudalism? Its greatest weakness? Why?
16. Compare medieval tournaments and jousts with modern sporting events. Were they more or less ethical? Justify your answer.

17. Was the institution of serfdom more or less evil than slavery? Justify your answer.
18. Compare the manorial system with share cropping as it exists in the United States.
19. Compare the conflict of medieval towns and feudal lords with the conflict between rural and urban areas today.
20. The emergence of the middle class was one of the most significant developments of the late Middle Ages. Why?
21. Explain how the church came to control so many functions which we normally assume to be government responsibilities. What is the significance of this in current controversies over governmental authority.
22. The Inquisition was one of many examples in history of religious "purges". How have religious leaders justified such action?
23. Do you believe reason or authority to be the better means of proving a point? Why? In what areas of thought is reason most frequently used? In what areas, authority?
24. What is the significance of the fact that, in practically all early civilizations, structures related to religion were the outstanding examples of the architecture of the period? Do you believe that the premise of this question is true?

F. Map Studies

1. "Barbarian Invasions into the Roman Empire," page 120
    a. Be prepared to trace the various invasions of the barbarians on a wall map of Europe.
2. "Germanic Kingdoms and Eastern Roman Empire A.D. 526," page 132
    a. Reproduce this map on an outline of Europe.
    b. Be able to identify:
        (1) Visigoths
        (2) Vandals
        (3) Ostrogoths
        (4) Burgundians
        (5) Franks
        (6) Bavarians
        (7) Lombards
        (8) Slavs
        (9) Norsemen
        (10) Angles
        (11) Saxons
        (12) Jutes
        (13) Suevians

3. "Charlemagne's Empire — A.D. 814," page 133
   a. Shade in the extent of Charlemagne's empire on the outline map used in the previous exercise.
   b. With colored lines indicate the partition of the empire in A.D. 843.
   c. Explain how this partition came about.

4. "Invasions of Europe," page 136
   a. Be able to trace on a wall map the routes of the Moslems, Norsemen, Magyars, Slavs, Avars, and Bulgars.
   b. Explain the significance of the insert map.

5. "Byzantine Empire," page 141
   a. Indicate the extent of this empire on a wall map.
   b. Be prepared to write an analysis of the significance of the Byzantine Empire in history.

6. "Arab Empire A.D. 732," page 145
   a. Be able to locate the following places on a wall map as members of the class call them to you:
      (1) Cordova
      (2) Tunis
      (3) Tripoli
      (4) Alexandria
      (5) Jerusalem
      (6) Damascus
      (7) Bagdad
      (8) Medina
      (9) Mecca
      (10) Syria
      (11) Armenia
      (12) Persia
      (13) Tours

7. "India and China about A.D. 200-1000," page 155
   a. Be able to locate and explain the significance of the Tang Empire and the Gupta Empire.

8. "Mongol Empire in the 14th Century," pp. 162-3
   a. Be able to locate the following places on a wall map as members of the class call them to you:
      (1) Khanate of Turan
      (2) Kirghiz
      (3) Tibet
      (4) Turkestan
      (5) Mongolia
      (6) Korea
      (7) Area occupied by Ugrians
      (8) Area occupied by Samoyeds

9. "Europe," page 170
   a. Study carefully this physical map of Europe and the accompanying explanation. Be prepared to discuss the information contained here with the aid of a wall map.

G. Visual Aids

8 M 4 Castle and Manor Houses B.V.E.F.S. C
Crusades (28 min.) B.V.E.M.
23 A 4 Crusades B.V.E.F.S. C
23 A 2 Dark Ages B.V.E.F.S. C
The Golden Age of Spain (15 min.) C.P.L.M.
Islam (20 min.) C.P.L.M.
8 M 7 Knighthood B.V.E.F.S. C
8 M 6 Knighthood—Life in Medieval Times B.V.E.F.S.
23 A 3 Life in a Medieval Castle B.V.E.F.S. C
8 M 2 Life in a Medieval Castle B.V.E.F.S. C
8 M 9 Life in a Medieval Village B.V.E.F.S. C
Major Religions (20 min.) B.V.E.M. C
Medieval Architecture (20 min.) C.P.L.M.
Medieval Castle (18 min.) B.V.E.M.
8 M 2 Medieval Castle and Its Life B.V.E.F.S.
Medieval Crusades (27 min.) B.V.E.M.
Medieval Guilds (20 min.) B.V.E.M. C
Medieval Manor (21 min.) B.V.E.M.
8 M 1 Middle Ages B.V.E.F.S. C
4 O 9 New Nations Arise — Dark Ages B.V.E.S. C
8 M 5 Picture Stories of Knights and Castles B.V.E.F.S.
8 M 8 Picture Stories of Monastic Life B.V.E.F.S.

H. Recommended References

Davis, William S., *Life on a Medieval Barony,* Harper, 1951.
Davis, William S., *A Short History of the Near East,* Macmillan, 1937.
Gaer, Joseph, *Wisdom of the Living Religions,* Dodd, 1956.
Hartman, Gertrude, *Medieval Days and Ways,* Macmillan, 1956.
Holmes, Urban T., *Daily Life in the Twelfth Century,* Wisconsin, 1952.
Katz, Solomon, *The Decline of Rome and the Rise of Medieval Europe,* Cornell, 1955.
Mills, Dorothy, *The Middle Ages,* Putnam, 1935.
Noss, John B., *Man's Religions,* Macmillan, 1956.
Packard, Sidney R., *Europe and the Church Under Innocent III,* Holt, 1927.
Tappan, Eva M., *When Knights Were Bold,* Houghton Mifflin, 1939.

UNIT IV

The Renaissance
(15 days)

A. Text — Chapters 26-30

B. Major Topics

1. The Crusades
2. Humanism
3. Machiavelli
4. Italian literature, art, music
5. Northern European Renaissance
6. Political unification
    a. England
        (1) Early history
        (2) Norman conquest
        (3) Political reform
            (a) Rule of Law
            (b) Magna Carta
            (c) Model Parliament
        (4) Wars
            (a) Hundred Years' War
            (b) War of the Roses
    b. France
        (1) Capetian Dynasty
        (2) Hundred Years' War
    c. Other nations
7. Disunity in Italy and Germany
8. The Habsburgs: Charles V
9. Protestant Revolution
    a. Causes
    b. Martin Luther
    c. Ulrich Zwingli

- d. John Calvin and John Knox
- e. Church of England

C. Subjects for Collateral Reading *(No encyclopedias)*

It is suggested that a minimum of seventy-five pages of collateral reading be done on this unit.

1. The Crusades
2. The Hanseatic League
3. The writings of Francesco Petrarch, Boccaccio, Niccolo Machiavelli, Desiderius Erasmus, Sir Thomas More, Rabelais, Cervantes, Shakespeare.
4. The art of Leonardo De Vinci, Michelangelo, Raphael, Titian, Jan and Hubert Van Eyck, Durer, Holbein, El Greco, Velazquez, Peter Paul Rubens, Benvenuto Cellini
5. The Church of St. Peter
6. The music of Palestrina
7. The scientific contributions of Galileo, Sir Francis Bacon
8. The reign of Alfred the Great, William the Conqueror, Henry VII of England, Philip Augustus, Louis IX of France, Philip IV of France, Ferdinand and Isabella, Charles V of the Habsburg Empire, Henry VIII of England.
9. The signing of the Magna Carta
10. The Hundred Years' War
11. The War of the Roses
12. Joan of Arc
13. The Babylonian Captivity and the Great Schism
14. The teachings of John Wycliffe, John Huss, Martin Luther, Ulrich Zwingli, John Calvin, John Knox

or

Reading from any of the books listed in Section H of this unit or in the "Bibliography of General References."

D. Discussion Questions

Excellent discussion questions may be found under the heading, "Applying History," on pages 218, 227, 234, 243, 252 in the text.

E. Suggested Areas for Exploration

1. How does the history of the crusades prove the validity of your text's statement, "History, like a tapestry, is made up of many intertwining threads"?
2. What economic verities did the history of the Hanseatic League illustrate?
3. Are science and religion reconcilable today as contrasted with the situation when Galileo pronounced his support of the Copernican theory. Support your answer.
4. Evaluate modern architecture in relation to Gothic and Renaissance architecture.
5. Trace the origin of modern democratic philosophies in the history of England in the eleventh through sixteenth centuries.
6. Analyze the factors which led to England's rise to preeminence.
7. Why does the "power of the purse" represent such a significant factor in the development of democratic legislatures?
8. Analyze the validity of the term Holy Roman Empire for the Habsburg's holdings.
9. Explain the statement in your text, "The fire which destroyed Huss burned on and on."
10. How do the early histories of the Lutheran Church and the Church of England illustrate how developments in one area often are made possible by wholly unrelated factors?

F. Map Studies

1. "Christian States in the East — 1100," page 211
    a. Make a free hand map reproducing this map.
2. "Medieval Cities and Trade Routes," pp. 214-225
    a. Be prepared to locate on a wall map the important trading centers indicated on this map.
3. "Renaissance in Italy," page 223
    a. Be prepared to locate the following on a wall map as members of the class call them to you:

(1) Corsica
(2) Republic of Geneva
(3) Duchy of Savoy
(4) Duchy of Milan
(5) Republic of Florence
(6) Republic of Siena
(7) Venetian Republic
(8) Papal States
(9) Kingdom of the Two Sicilies

4. "Domains of the French Kings — 1500," page 238
   a. What historic development does this series of maps illustrate? What had occurred by 1500?

5. "Christian Reconquest of Spain," page 240
   a. Be prepared to write an explanation of how the changes illustrated in this map came about.

6. "European Empire of Charles V," page 242
   a. How did Charles V acquire control of the territories shown as a part of his empire? What factors menaced his position?

7. "Catholic and Protestant Europe — 1600," page 249
   a. Be prepared to explain the division of Europe into Catholic and Protestant countries as illustrated here. What explanations can you offer for this division?

G. Visual Aids

23 A 6 Europe Awakens — The End of the Middle Ages B.V.E.F.S.
Leonardo da Vinci (25 min.) C.P.L.M. C
Martin Luther (110 min.) C.P.L.M.
Protestant Reformation (14 min.) C.P.L.M.
Renaissance (27 min.) B.V.E.M. C
Renaissance (28 min.) C.P.L.M.
Renaissance Architecture (20 min.) C.P.L.M.
Sir Francis Drake (29 min.) B.V.E.M.

H. Recommended References

Ferguson, Wallace, *The Renaissance*, Holt, 1940. (Berkshire)

Hale, J. R., *Machiavelli and Renaissance Italy*, Macmillan, n.d. (Teach Yourself History Series)

Lamb, Harold, *The Crusades*, Doubleday, 1945.

Mills, Dorothy, *Renaissance and Reformation Times,* Putnam, 1939.

Morse, G. L., *The Reformation,* Holt, 1953. (Berkshire)

Perroy, Edouard, *The Hundred Years' War,* Oxford, 1951.

Quennel, M. C. and C. H. B., *A History of Everyday Things in England,* Putnam, 1956.

UNIT V

The Making of Modern Europe

(15 days)

A. Text — Chapters 31-38

B. Major Topics

1. Voyages of Discovery
2. The New World
   - a. The American Indian: Mayas, Aztecs, Incas
   - b. Conquests
   - c. Colonization
3. Commercial revolution in Europe
   - a. Capitalism
   - b. Mercantilism
4. Religious wars
   - a. Philip II
     - (1) Dutch revolt
     - (2) Conflict with England
   - b. Civil wars in France
   - c. Thirty Years' War
   - d. Peace of Westphalia
5. France under Louis XIV
   - a. Absolute monarchism
   - b. Wars of expansion
   - c. Classicism in the Arts
   - d. Scientific advance
6. Development of parliamentary government in England
   - a. Struggle between the early Stuarts and Parliament
   - b. Puritan Revolt
   - c. The Restoration
   - d. Glorious Revolution

7. New nations
   a. Russia
      (1) Early history
      (2) Rise of Moscow
      (3) Westernization under Peter the Great
   b. The Habsburg Empire

8. Wars of European Rivalry
   a. War of Austrian Succession
   b. Seven Years' War
   c. Extension to America and India
   d. Partitioning of Poland

9. Prelude to European revolution
   a. Economic and social ills
   b. The Age of Reason
      (1) John Locke
      (2) Diderot
      (3) Voltaire
      (4) Montesquieu
      (5) Rousseau
      (6) Physiocrats
   c. The Enlightened Despots
      (1) Frederick the Great
      (2) Catherine the Great
      (3) Joseph II
   d. The American Revolution

C. **Subjects for Collateral Reading** *(No encyclopedias)*

It is suggested that a minimum of one hundred and seventy-five pages of collateral reading be done on this unit.

1. The travels of Marco Polo
2. The contributions of Prince Henry, the Navigator
3. The voyages of Vasco da Gama, Ferdinand Magellan
4. The civilizations of the most advanced tribes of American Indians
5. The Council of Trent
6. The work of Ignatius Loyola, Jean Baptiste Colbert

7. The reign of Philip II of Spain, Elizabeth I of England, Henry IV of France, William the Silent, Louis XIV, Charles II, James II, Ivan the Great, Ivan the Terrible, Peter the Great, Frederick William the Great Elector, Maria Theresa, Frederick the Great, Catherine the Great, Joseph II of Austria.
8. The Dutch Revolt
9. The defeat of the Spanish Armada
10. The Huguenots
11. The influence of Cardinal Mazarin, Cardinal Richelieu
12. The Thirty Years' War and the Peace of Westphalia
13. The Palace of Versailles
14. The writings of Pierre Corneille, Jean Racine, Moliere, Jean de la Fontaine, Duke de la Rochefoucauld, John Milton, Alexander Pope.
15. The music of George Frederick Handel, Johann Sebastian Bach
16. The scientific contributions of Rene Descartes, Robert Boyle, Isaac Newton
17. The baroque style
18. The causes of the English Civil War
19. The administration of Oliver Cromwell
20. The Glorious Revolution
21. The English Bill of Rights
22. The development of the English cabinet system
23. The War of Austrian Succession and the Seven Years' War
24. The careers of Dupleix and Robert Clive
25. The "Black Hole of Calcutta" incident
26. The partitioning of Poland

or

Reading of any of the books listed in Section H of this unit or in the "Bibliography of General References."

D. Discussion Questions

Excellent discussion questions may be found under the heading, "Applying History" on pp. 268, 277, 286, 294, 301, 312, and 323 in the text.

E. Suggested Areas for Exploration

1. Discuss the pros and cons of mercantilism. To what degree have aspects of mercantilism survived in the modern world?
2. Explain the inter-relationship of the Commercial Revolution and the Protestant Revolution in their effect on the history of sixteenth and seventeenth century Europe.
3. How do the policies of Cardinal Richelieu illustrate opportunism?
4. Compare nationalism and religious fervor as prime factors in the nature of events that occurred in Europe in the seventeenth century.
5. Contrast classicism in seventeenth century France with classicism in seventeenth century England.
6. Why is satire a very effective device of the reformer?
7. Contrast the cabinet system of government with the United States system as to procedures and strengths and weaknesses.
8. Explain the reason for James I of England being called by some "the wisest fool in Christendom".
9. Many of the rulers in the late seventeenth and late eighteenth century were called paternalistic. Explain the meaning of this expression and show how it applied to certain rulers. What are present-day trends with regard to paternalism?
10. What factors in Russia's history from the ninth century to the early eighteenth century can provide some explanation for Russia's later role in European history?
11. Explain how the European wars of the eighteenth century contributed to England's rise to power. Evaluate England's "balance of power" policy.
12. Analyze Rousseau's statement: "Nature made man happy and good, but society depraves him and makes him miserable." Do you accept this philosophy? Why? From what peoples did European philosophers derive their ideas concerning the life of "natural man"?
13. Why did Enlightened Despotism fail to solve eighteenth century Europe's ills?
14. Evaluate Montesquieu's theory of government as set forth in his *The Spirit of the Laws.*

15. What various economic and social groups from England settled in the American colonies and what was the significance of this to the future history of the New World?
16. Relate your knowledge to the theory of mercantilism to an understanding of the causes of the American Revolution.

F. Map Studies

1. "Voyages of Discovery," page 257
   - a. Be able to trace on a wall map the voyages of Da Gama, Cabral, Vespucci, Columbus, Hudson, Cartier, Cabot, Magellan.
   - b. Explain the significance of each of these voyages.
2. "European Empires in the Americas—1700," page 265
   - a. Reproduce this map on an outline map of the Western Hemisphere.
   - b. Discuss how each of the countries involved established its claims in the New World.
3. "Europe — 1648," page 276
   - a. Reproduce the map on an outline map of Europe.
   - b. Discuss the significance of the divisions in Central Europe and on the Italian peninsula. Why did they exist, and what consequences did they foretell?
4. "Growth of Russia to 1725," page 298
   - a. Be prepared to write an account of how the various steps in expansion of Russia from 1462 to 1725 were accomplished.
5. "Central Europe — 1740," page 299
   - a. Be prepared to locate the following places on a wall map as members of the class call them to you:

(1) Austria
(2) Hungary
(3) Bohemia
(4) Milan
(5) Bavaria
(6) Lesser German states
(7) Austrian Netherlands
(8) United Netherlands
(9) Hanover
(10) Saxony
(11) Brandenburg
(12) Prussia
(13) Silesia

   - b. Why are the Hohenzollern territories of particular significance?

6. "North America in 1754 and 1763," page 304
   a. Be prepared to explain how the changes occurred on these two maps.
7. "India during the Seven Years' War," page 306
   a. What significant outposts had the British, French, and Portuguese established in India by 1748?
8. "Europe — 1789," page 307
   a. Reproduce the map on an outline map of Europe.
   b. Discuss the changes that had occurred in European boundaries between 1648 and 1789.

G. Visual Aids

Age of Discovery	(10 min.)	B.V.E.M.	
Age of Exploration		C.P.L.F.S.	C
5-0-1 The Birth of Our Freedom		B.V.E.F.S.	
17 F 1 Colonial Freedoms		B.V.E.F.S.	C
Colonial Expansion	(11 min.)	B.V.E.M.	
17 F 2 Colonial Freedoms Are Threatened		B.V.E.F.S.	
17 F 1 Colonists Are Freedom Loving		B.V.E.F.S.	
Declaration of Independence	(22 min.)	B.V.E.M.	
18th Century England		C.P.L.F.S.	C
18th Century France		C.P.L.F.S.	C
1 P 6 English Colonies in North America		B.V.E.F.S.	
English History: Tudor Period	(10 min.)	B.V.E.M.	
English Influence in the United States	(10 min.)	B.V.E.M.	
Exploration of Prince Henry	(13 min.)	B.V.E.M.	
6 H Heritage of the Maya		B.V.E.F.S.	C
1 P 7 Patriots and Minute Men		B.V.E.F.S.	
1 P 4 Rise and Fall of New France		B.V.E.F.S.	
Sir Francis Drake	(29 min.)	B.V.E.M.	
1 P 3 Spain Establishes a Great Empire		B.V.E.F.S.	
1 P 1 Story of the American Indian		B.V.E.F.S.	
1 P 8 Thirteen Colonies Win Independence		B.V.E.F.S.	

H. Recommended References

Ashley, M., *Louis XIV and the Greatness of France*, Macmillan, n.d., (Teach Yourself History Series)

Becker, Carl, *The Eve of the Revolutions*, Yale, 1920

Bruun, Geoffrey, *The Enlightened Despots*, Holt, 1929

Buffinton, Arthur, *The Second Hundred Years' War*, Holt, 1929

Fay, Sidney B., *The Rise of Brandenburg-Prussia*, Holt, 1950

Lamb, Harold, *New Found World*, Doubleday, 1955

Lucas, Mary S., *Vast Horizons*, Viking, 1943

Packard, Laurence B., *The Age of Louis XIV*, Holt, 1929. (Berkshire)

Packard, Laurence B., *The Commercial Revolution*, Holt, 1927

Second Semester

UNIT VI

Era of Revolutions
(25 days)

A. Text — Chapters 29-46

B. Major Topics

1. French Revolution
   a. Causes
   b. Accomplishments of the National Assembly
   c. Emigrés and foreign intervention
   d. Radical regime
      (1) Danton
      (2) First French Republic
      (3) Reign of Terror: Robespierre
   e. The Directory
2. Napoleonic Era
   a. Napoleon's rise to power
   b. First French Empire
      (1) Achievements
      (2) Wars
         (a) War of the Third Coalition
         (b) Peninsular War
         (c) Russian Campaign
         (d) War of Liberation
         (e) The Hundred Days
         (f) Battle of Waterloo
3. Congress of Vienna: The Metternich System
4. Revolutions of 1820, 1830, 1848
5. Industrial Revolution
   a. Inventions
   b. Factory system
      (1) Problems of the workers

    - c. Labor Unions
    - d. Labor legislation
    - e. Socialism and Communism
    - f. Cooperative movement
  6. Agricultural Revolution
  7. Scientific progress
  8. Social reforms
    - a. Abolition of slavery
    - b. Criminology
    - c. Rights for women
  9. Cultural changes
    - a. Romanticism
    - b. Realism

C. Subjects for Collateral Reading *(No encyclopedias)*

It is suggested that a minimum of one hundred and seventy-five pages of collateral reading be done on this unit.

1. The underlying and the immediate causes of the French Revolution
2. The storming of the Bastille
3. The work of the National Assembly
4. The activities of the emigrés
5. The career of Danton, Maximilian, Robespierre, Duke of Wellington, Horatio Nelson, Prince Metternich, Talleyrand, Louis Philippe, Napoleon III
6. Louis XIV and Marie Antoinette
7. The Reign of Terror
8. The government under the Directory
9. Napoleon I's rise to power
10. Domestic achievements of Napoleon I
11. Military career of Napoleon I
12. The Congress of Vienna
13. The Revolutions (political)
14. The inventions of James Hargreaves, Samuel Compton, Edmund Cartwright, Eli Whitney, James Smeaton, Henry Cort, James Watt, John McAdam, Robert Fulton, George

Stephenson, Henry Bessemer, Edwin Drake, Michael Faraday, Thomas Edison, The Wright brothers, Samuel Morse, Alexander Bell

15. The contributions of Samuel Slater
16. Working conditions during and following the Industrial Revolution
17. The laissez-faire economists
18. The theories of Thomas Malthus, Robert Owen, Karl Marx
19. The formation of labor unions and industrial strife
20. Labor and social legislation during the 19th century
21. Consumer cooperatives
22. The contributions to agriculture of Jethro Tull, Lord Townshend, Robert Bakewell, Cyrus McCormick, Justus von Liebig
24. The enclosure movement
24. The contributions of medical knowledge of Edward Jenner, Louis Pasteur, Robert Koch, Emil von Behring
25. The contributions to scientific knowledge of Charles Darwin, Antoinette Lavosier, John Dalton, Dmetri Mendeleev, Heinrich Hertz, Pierre and Marie Curie, Albert Einstein
26. Discoveries of the International Geophysical Year
27. The writings of Cesare Beccaria, John Howard, Sigmund Freud, Johann Wolfgang von Goethe, Lord Byron, Victor Hugo
28. The work of Emma Willard
29. The growth of public education
30. The works of John Constable, William Turner, Eugene Delacroix, Ludwig von Beethoven, Richard Wagner, Paul Cezanne, Frank Lloyd Wright, Honore de Balzac, Fëdor Dostoevski, Charles Dickens, Henrik Ibsen, Pablo Picasso, Louis H. Sullivan, James Joyce, Claude Debussy

or

Reading of any of the books listed in Section H of this unit or in the "Bibliography of General References."

Three papers of approximately one thousand words each should be required for the second semester. These might be scheduled so as to reduce to a minimum extraordinary demands for time for marking. Notes taken for any of the collateral reading topics listed under C may be used as the first step in the preparation of a paper and expanded as necessary to provide a satisfactory body of material.

D. Discussion Questions

Excellent discussion questions may be found under the heading "Applying History" on pages 331, 338, 346, 355, 366, 380, 390, 400, and 412 in the text.

E. Suggested Areas for Exploration

1. Your author analyzes the effect that the War of Austrian Succession and the Seven Years' War had on the internal affairs of France. Similarly analyze the effect these two conflicts had on the internal affairs of the other countries involved.
2. How does the French Revolution illustrate the struggle over separation of church and state?
3. Is your author's harsh indictment of the Jacobins fully justified? Support your opinion.
4. Do your views of the meaning of "Liberty, Equality, and Fraternity" differ from those of the French revolutionists? How?
5. What characteristics of bad government can be pointed out in the various regimes that ruled France from 1715 to 1799?
6. Was the Napoleonic Code sufficiently important to justify Napoleon's statement, "I shall go down to posterity with my code in my hand"? Support your conclusion.
7. Why does your author put the word "new" in quotation marks in describing the phrase "the principle of compensation"?
8. Compare the meaning of the term "liberalism" as used by the middle class reformers of the early nineteenth century with your concept of the term as you believe it is used today.
9. It is stated that the early factories were generally located where sources of power and raw materials were near at hand. Discuss this as a factor in the location of the major industrial centers of modern Europe and the United States.

10. Discuss the statement, "His (George Stephenson's) locomotive, *The Rocket,* was soon "flying" over the smooth iron rails at thirty miles an hour, despite predictions that the human body could not endure such speed," in view of more recent developments.
11. Contrast humanists and humanitarians.
12. Account for the relatively slow growth of the cooperative movement in the United States as contrasted with its rapid growth in certain countries in Europe.
13. Explain the meaning of the steps of the scientific method.
14. What is the value of astronomy?
15. Contrast American and Russian theories of education.
16. Explain the art theories of the impressionists and the abstractionists. Evaluate these two schools of art.
17. In what ways were the American and French revolutions interrelated?

F. Map Studies

1. "North America," page 326
    a. Study carefully this physical map of North America and the accompanying explanation. Be prepared to discuss the information contained here with a wall map.
2. "Europe — 1815," page 355
    a. Reproduce the map on an outline map of Europe.
    b. Discuss the changes in European boundaries between 1789 and 1815.

G. Visual Aids

	House of Rothschild	(33 min.)	B.V.E.M.
	Impressionism	(7 min.)	B.V.E.M. C
	Meaning of the Industrial Revolution	(10 min.)	B.V.E.M.
33 C 3	Modernism (Art)		B.V.E.F.S.
33 C 4	Realism		B.V.E.F.S.
33 C 5	Romanticism		B.V.E.F.S.

H. Recommended References

Adler, Irving, *The Tools of Science,* John Day, 1958.

Ashton, T. S., *The Industrial Revolution,* Oxford, 1948.

Dietz, Frederick C., *The Industrial Revolution,* Holt, 1927.

Gershoy, Leo, *The French Revolution,* Holt, 1932. (Berkshire)

Kissinger, Henry A., *A World Restored,* Houghton Mifflin, 1958.

Lefebvre, G., *The Coming of the French Revolution,* Princeton, 1947.

Markham, F. M. H., *Napoleon and the Awakening of Europe,* Macmillan n.d. (Teach Yourself History Series).

May, Arthur J., *The Age of Metternich,* Holt, 1933. (Berkshire)

Postgate, Raymond, *The Story of a Year: 1848.* Oxford, 1957.

Seaborg, G. T. and E. G. Valens, *Elements of the Universe,* Dutton, 1958.

Thompson, J. M., *Robespierre and the French Revolution,* Macmillan, n.d., (Teach Yourself History Series)

UNIT VII

Nationalism and Democracy
(15 days)

A. **Text — Chapters 47-54**

B. **Major Topics**

1. Progress of democracy
   - a. Great Britain
     - (1) Reform Act of 1832
     - (2) Chartist Movement
     - (3) Reform Bill of 1867
     - (4) Reform Bill of 1884
     - (5) Parliament Act of 1911
     - (6) Woman Suffrage
     - (7) The unwritten constitution
   - b. France after Napoleon I
     - (1) Second Republic
     - (2) Second Empire
     - (3) Third Republic
   - c. American contributions
   - d. Swiss Confederation
   - e. Democratic kingdoms
     - (1) The Netherlands
     - (2) Belgium
     - (3) Denmark
     - (4) Sweden
     - (5) Norway
2. Modern nationalism
   - a. Unification of Italy
     - (1) Mazzini's contribution
     - (2) Cavour's contribution
     - (3) Garibaldi's contribution
     - (4) Later problems

b. Unification of Germany
(1) Bismarck and the wars of unification
(2) Later problems

c. Nationalities in the Austro-Hungarian Empire

d. Nationalities in the Ottoman Empire
(1) Balkan nationalism
(2) Crimean War
(3) Congress of Berlin
(4) Young Turks

e. Problems of nationalism and democracy in the Russian Empire
(1) Tsar's regime
(2) Revolutions of 1905
(3) Revolutions of 1917

C. Subjects for Collateral Reading *(No encyclopedias)*

It is suggested that a minimum of one hundred and seventy-five pages of collateral reading be done on this unit.

1. The careers of Sir Robert Peel, William Gladstone, Benjamin Disraeli
2. The Reform Bills and the Parliament Act of 1911
3. The Chartists
4. The British system of government
5. The Franco-Prussian War and the Treaty of Frankfort
6. Weaknesses of the French government under the Constition of 1875
7. The Boulanger Affair
8. The Dreyfus case
9. Nineteenth century governments of Switzerland, Belgium, The Netherlands, Denmark, Sweden, Norway
10. Careers of Mazzini, Count Cavour, Garibaldi, Victor Emmanuel II
11. Completion of Italian national unity
12. The Italian government prior to World War I
13. The Zollverein
14. The career of Otto von Bismarck
15. The German government prior to World War I
16. Policies of the Austro-Hungarian Empire

17. Crimean and Russo-Turkish Wars
18. The Young Turks
19. The governments of Russia prior to and immediately following World War I
20. The revolutionary movement in Russia

or

Reading of any of the "Books to Read" listed in Section H of this unit or in the "Bibliography of General References."

D. Discussion Questions

Excellent discussion questions may be found under the heading "Applying History" on pages 424, 441, 450, 468, 475, 485, in the text.

E. Suggested Areas for Exploration

1. How does the acceptance of the British government as a very "progressive" one during the eighteenth century illustrate the relativity of terminology?
2. Draw parallels between the "rotten boroughs" in England and similar situations existent today.
3. Compare the British parliamentary cabinet form of government, the French government under the Constitution of 1875, and the United States government.
4. Why was the Dreyfus Case a key to many of the "sore spots" in the political and social structure of France at that time?
5. What is your understanding of "cheap money"? What groups generally favor it and what groups generally oppose it? Why?
6. Has the two party system proven itself to be the basis of a strong government? Defend your answer. Contrast with (a) one-party and (b) multiple party systems.
7. Evaluate proportional representation as a possible democratic device to be adopted in the United States.
8. Why would a country prefer to have a democratic limited monarchy rather than a democratic republic?
9. Contrast the characters and methods of Mazzini, Cavour, and Garibaldi.

10. How does the history of Italy in the late nineteenth and early twentieth centuries demonstrate that colonial empire is not an unmixed blessing to the empire-building nation?
11. Trace the devices employed by Otto von Bismarck in achieving German unity. Prove or disprove that they succeeded not because of themselves but because of circumstances and personalities existent at the time which helped assure their success.
12. Is the abandonment by the German people of the democratic struggle at the outbreak of World War I an isolated case, or has this occurred elsewhere? Explain.
13. If you had been a newspaper columnist in England at the time of the Crimean War would you have condemned or justified it? How?
14. How did the Congress of Berlin sow the seed of future war?
15. Discuss the use of "scapegoats" in history particularly with reference to the persecution of the Jews in Russia under Alexander III and Germany under Hitler. Cite other examples of "scapegoats."
16. Some have said that had Czar Nicholas II pursued a different course of action the whole history of the world from 1917 on would have been altered. Do you agree? Support your answer.

F. Map Studies

1. "Unification of Italy," page 457
    - a. Make a free hand map reproducing this map.
    - b. Be prepared to write an explanation of how the unification of Italy was advanced in 1859, 1860, 1866, 1870.
2. "Unification of Germany," page 464
    - a. Make a free hand map reproducing this map.
    - b. Be prepared to write an explanation of how the unification of Germany was advanced in 1866 and 1871.
3. "Nationalities of the Habsburg Empire 1914," page 471
    - a. Discuss the various nationalities that made up the Austro-Hungarian Empire in 1914 and the significance of this heterogeneous population.
4. "Breakup of the Ottoman Empire in Europe 1683-1913," page 474

a. Be prepared to write an explanation of how Austria, Russia, and Great Britain each contributed to the breakup of the Ottoman Empire and how the rest of the Balkan peninsula acquired independence.

b. Be able to locate Greece, Albania, Montenegro, Serbia, Rumania, and Bulgaria.

5. "Nationalities of European Russia, 1914," page 478

a. Be prepared to indicate on a wall map the areas of Russia in 1914 populated by its fourteen nationality groups.

G. Visual Aids — None recommended for this unit.

H. Recommended References

Barnouw, Adriaan J., *The Land of William of Orange,* Lippincott, 1944.

Bryant, Arthur, *The Pageant of England 1840-1940,* Harper, 1941.

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Gewehr, Wesley M., *The Rise of Nationalism in the Balkans,* 1800-1930, Holt, 1931.

Gladstone, E. W. et al, *The Unification of Italy,* Macmillan, 1955.

Hayes, Carlton J. H., *Essays on Nationalism,* Macmillan, 1926.

Karpovich, Michael, *Imperial Russia,* 1801-1917, Holt, 1932. (Berkshire)

Ketchum, Richard M. (ed), *What Is Democracy?,* Dutton, 1955.

Kohn, Hans, *The Idea of Nationalism,* Macmillan, 1944.

Peck, A. M. and E. A. Meras, *France: Crossroads of Europe,* Harper, 1936.

Shirer, William L., *The Challenge of Scandinavia,* Little, Brown, 1955.

Shuster, G. and A. Bergstraesser, *Germany: A Short History,* Norton, 1944.

Whyte, A. J. B., *The Evaluation of Modern Italy,* Blackwell, 1944.

UNIT VIII

Modern Imperialism and Its Consequences
(45 days)

A. **Text — Chapters 55-74**

B. **Major Topics**

1. The New Imperialism
   a. Contrast with previous imperialism
   b. Causes
   c. Methods
2. Examples of the New Imperialism
   a. In Africa
   b. In China
   c. In Japan
   d. In India
   e. In Southeast Asia
   f. In the Middle East
   g. In the Pacific
   h. In Latin America
3. Development of the British Commonwealth of Nations
4. World War I
   a. Causes
   b. Treaty of Versailles
5. Post-war Problems
6. Rise of Totalitarianism
   a. Communism in Russia
   b. Fascism in Italy
   c. Naziism in Germany
   d. Militarism in Japan
   e. Other dictatorships
7. The League of Nations
8. World War II

9. Attempts at Peace
    a. Atlantic Charter
    b. Teheran and Yalta Conferences
    c. Potsdam Conferences
    d. United Nations

10. Post-war Problems
    a. "The Cold War"

C. Subjects for Collateral Reading *(No encyclopedias)*

It is suggested that a minimum of four hundred pages of collateral reading be done on this unit.

1. The contributions of David Livingstone, Henry W. Stanley, Leopold II of Belgium, Karl Peters, Cecil Rhodes.
2. The Berlin Conference of 1884-1885.
3. Imperialist ventures of France, Italy, Germany, and Great Britain in Africa.
4. The Dutch settlements in South Africa, and the Boer War.
5. The Fashoda Crisis.
6. The opening of China, and the Opium War.
7. The government of Japan in the 19th century.
8. The opening and Westernization of Japan.
9. The first Chinese-Japanese War.
10. The Boxer Rebellion.
11. The Russo-Japanese War.
12. The Sepoy Mutiny.
13. Wars for independence in Latin America.
14. The Monroe Doctrine.
15. The Spanish American War.
16. The governments of Canada, Australia, New Zealand, Union of South Africa, and Ireland since the mid-19th century.
17. The Hague Conference.
18. The underlying and immediate causes of World War I.
19. First and second Battles of the Marne.
20. Trench warfare.
21. The Battle of Tannenberg.
22. Gallipoli Campaign.

23. Battle of Verdun.
24. Battle of the Somme.
25. The sinking of the *Lusitania.*
26. The Paris Peace Conference, 1919-20.
27. The Treaty of Versailles.
28. Post World War I Problems.
29. Contributions of Woodrow Wilson, Clemenceau, Lloyd George, Ramsay MacDonald, Poincaré, Leon Blum, Mustafa Kemal, Mohandas Gandhi.
30. The League of Nations.
31. Nationalist movements in Turkey, Syria, Iraq, Palestine, the Arab World, India.
32. Zionism.
33. The Communist government in Russia under Lenin, Stalin.
34. Fascist policies in Italy.
35. Problems of the German Republic.
36. Adolf Hitler's rise to power, and the policies of Naziism.
37. Military Totalitarianism in Japan.
38. The Second Chinese-Japanese War.
39. Dictatorship in Austria-Hungary.
40. Democracy in Czechoslovakia.
41. Post-war governments of Poland, Lithuania, Latvia, Estonia, Spain, Portugal, the Balkan nations.
42. Washington Conferences of 1921-22.
43. Locarno Treaty of 1925.
44. Peace Pact of Paris, 1928.
45. Totalitarian aggression: Japan in Manchuria, Italy in Ethiopia.
46. The Spanish Civil War.
47. Hitler's aggressions in central Europe.
48. The Munich Pact.
49. Invasion of Poland.
50. The early victories of the Axis Powers.
51. The turning of the tide and Allied victory.
52. Preliminaries to the creation of the United Nations.
53. The United Nations.
54. The peace treaties following World War II.
55. Russian policy following World War II.

56. The Marshall Plan.
57. The Truman Doctrine.
58. The Berlin Blockade.
59. The North Atlantic Treaty Organization.
60. Post-war China.
61. The Korean War.
62. Post-war policies in Great Britain, France, West Germany, Yugoslavia, Poland, Hungary.
63. Benelux, the European coal and steel community, and the European economic community.
64. Careers of Charles de Gaulle, Konrad Adenauer, Lenin, Stalin, Khruschchev, Tito, Winston Churchill, Nasser.
65. Post-war developments in India, Pakistan, Ceylon, Burma, Indonesia, Philippines, French Indochina, Arab World, Palestine, Egypt, Iran, North Africa, African colonies.

or

Reading of any of the books listed in Section H of this unit or in the "Bibliography of General References."

D. Discussion Questions

Excellent discussion questions may be found under the heading "Applying History" on pages 494, 503, 512, 518, 527, 536, 547, 554, 562, 574, 588, 596, 605, 616, 629, 644, 654, 665, 677, 692 in the text.

E. Suggested Areas for Exploration

1. Was there any validity to the explanation given for imperialism that it was "the white man's burden" to civilize "his little brown brothers"? Substantiate your answer.
2. The authors of the textbook list a number of criticisms of imperialism. Evaluate each of them.
3. Define enlightened imperialism. Do you feel enlightened imperialism was a positive value to the natives of the areas involved? Justify your conclusion.
4. In what respects was Africa the "Dark Continent" when the imperialist venture began? Have the events since changed this situation? Explain your conclusion.
5. Were the Chinese justified in their attitude toward European encroachment?

6. What factors explain Japan's more rapid westernization than that of China?
7. Evaluate British policies in India prior to Indian independence.
8. On what occasions had Britain proved itself "ever suspicious of Russian designs?"
9. How did the United States display a unique attitude among imperialist nations in its actions at the conclusion of the Spanish American War?
10. Explain so-called "dollar diplomacy" and trace its use as an American policy.
11. Analyze the reasons for the long and bitter struggle between Ireland and England. Was Ireland or England the more unreasonable? Support your conclusion.
12. On the basis of your author's analysis of the advantages and disadvantages of imperialism to the nations who pursued the policy, which, in your judgment, outweighs the other—advantages or disadvantages? Why?
13. Pacifists have been accused of being "starry-eyed idealists". Do you agree? Why?
14. Some have attempted to place the blame for World War I on a single country. If this were possible, what country would you so castigate? Why?
15. The failure of the Russian armies was one of the most important aspects of World War I. Why?
16. Evaluate the author's list of the beneficial results of World War I.
17. The author describes Woodrow Wilson as "scholarly, idealistic." What proved to be the significance of these characteristics of Mr. Wilson in the aftermath of the war?
18. Evaluate the failure of the United States to enter the League of Nations.
19. The author terms World War I "a futile conflict." Do you agree? Why?
20. Explain "passive resistance." Evaluate its effectiveness as a policy to gain the goals of an individual, a group, or a nation.
21. Collective farming as instituted by the communist government in Russia has been one of its most serious failures and that of other countries who have adopted it. Why?

22. Analyze Russian foreign policy on the basis of the saying, "The more things change, the more they remain the same."

23. Communism and Fascism are both forms of totalitarianism. What are their points of similarity and dissimilarity?

24. What were the major weaknesses and the major strengths of Mussolini's policies?

25. Were the Germans justified in their feeling about the Treaty of Versailles? Substantiate your answer.

26. What clues to Adolf Hitler's role as the Nazi dictator of Germany can be found in his life and career up to 1933?

27. What is a reactionary? Explain how reactionaries were responsible for much of the debacle of the post-World War I period.

28. How were the western democracies, in turn, responsible also for the situation?

29. What is appeasement? It was a basic facet of Britain's foreign policy in the post-World War I period. What was the result?

30. How was the ineffectiveness of the League of Nations demonstrated prior to its collapse?

31. Evaluate Franklin D. Roosevelt's policies in regard to World War II from the invasion of Poland until our entry into the war.

32. One of the most important decisions ever made by an American President was Truman's decision to drop the atomic bomb. Justify his decision.

33. In what respects is the United Nations an improvement over the League of Nations?

34. Was the criticism of the agreements made at the Yalta conference justified?

35. Many historians consider the Truman Doctrine one of the most adroit acts of statesmanship in recent U.S. history. Do you agree? Support your answer.

36. The Korean War is one of the most controversial events in our recent history? On what counts? What is your opinion?

37. Is it to the best interests of the United States of America that a United States of Europe be created? Support your answer.

38. Explain the "sin of nationalism" from the Communist point of view.

39. Nehru's neutrality in the current world controversies has been sharply criticized by many Americans. What is your opinion on this issue?

40. Evaluate American policy regarding Egypt in the period following World War II.

F. Map Studies

1. "Colonial Powers — 1914," page 490-1
   a. Reproduce this map on an outline map of the world.
   b. Be prepared to indicate the countries which controlled the various areas of the world in 1914.
2. "Africa," page 499
   a. Study carefully this physical map of Africa and the accompanying explanation. Be prepared to discuss the information contained here, with the aid of a wall map.
3. "Africa — 1914," page 502
   a. Reproduce this map on an outline map of Africa.
   b. Be prepared to indicate the countries that controlled the various parts of Africa in 1914.
4. "Asia — 1914," page 510
   a. Reproduce this map on an outline map of Asia.
   b. Be prepared to indicate the countries which controlled the various parts of Asia in 1914.
5. "South America," page 524
   a. Study carefully this physical map of South America and the accompanying explanation. Be prepared to discuss the information contained here with the aid of a wall map.
6. "Latin America in the Twentieth Century," page 526
   a. Reproduce this map on an outline map of the Western Hemisphere.
7. "Australia and Oceania," page 530
   a. Study carefully this physical map of Australia and Oceania and the accompanying explanation. Be prepared to discuss the information contained here with the aid of a wall map.

8. "Rival European Blocs — 1914," page 543
   a. Using a wall map be prepared to point out the members of the Triple Entente.
   b. Discuss the reasons for these alignments of nations.

9. "World War I," page 550
   a. With a wall map as an aid, explain the role played by each European nation in World War I.
   b. Be prepared to explain the significance of the Somme, the Marne, Verdun, Coporetto, and Gallipoli.

10. "Europe and the Middle East — 1921," page 558
    a. Reproduce this map on an outline map.
    b. Be prepared to write an account of how the Treaty of Versailles and subsequent post-World War I treaties changed the boundaries of Europe.

11. "Union of Soviet Socialist Republics — 1939," page 587
    a. Be prepared to explain how the territories of the USSR were expanded in 1939-40 and in the immediate post World War II period.

12. "Japanese Empire — 1921," page 610
    a. Locate on a wall map of the Pacific area the following places as members of the class call them to you.
       (1) Dutch East Indies
       (2) Formosa
       (3) Malaya
       (4) Burma
       (5) French Indo-China
       (6) Korea
       (7) Japan
       (8) Kurile Islands
       (9) Sakhalin
       (10) Philippine Islands
       (11) Mariana Islands
       (12) Caroline Islands
       (13) Mariana Islands
       (14) Guam

13. "High Tide of Axis Power," page 634
    a. Reproduce this map on an outline map of the world.
    b. Explain how the Axis spread so rapidly in the early months of World War II and what events marked the "turn of the tide".

14. "Allied Offensives in Europe," page 638
    a. With the aid of a wall map, prepare to develop an oral account of the Allied offensives in Europe beginning in the summer of 1942 and culminating in VE Day.

15. "Allied Offensives in the Pacific," page 642

a. With the aid of a wall map, prepare an oral account of the Allied offensives in the Pacific beginning in the summer of 1942 and culminating in VJ Day.

16. "Partition of Germany," page 647

a. Prepare to discuss the basis for the partition of Germany and its consequences.

17. "Rival Blocs in the Cold War," pages 662-663

a. Use this map as the basis of a thorough discussion of the current status of the Cold War.

18. "United States and Canada," page 670
"Europe," pages 674-675
"The Middle East," page 686
"Asia," pages 682-683
"Africa," page 687

a. Familiarize yourself with current world boundaries.

G. Visual Aids

Before the Raid	(30 min.)	C.P.L.M.	
Causes and Immediate Effects of the First World War	(23 min.)	C.P.L.M.	
China	(18 min.)	C.P.L.M.	
China's 400 Million	(65 min.)	C.P.L.M.	
China Under Communism	(22 min.)	B.V.E.M.	
Czechoslovakia	(10 min.)	C.P.L.M.	
D Day	(25 min.)	C.P.L.M.	
Desert Victory	(65 min.)	C.P.L.M.	
Face of Red China	(54 min.)	B.V.E.M.	
First Moscow Purge Trials	(27 min.)	B.V.E.M.	
First Seize His Books	(20 min.)	B.V.E.M.	
Five Year Plan	(16 min.)	C.P.L.M.	
Formosa: Island of Promise	(17 min.)	C.P.L.M.	
Germany Today	(25 min.)	B.V.E.M.	
Hitler Invades Poland	(27 min.)	B.V.E.M.	
Iron Curtain Lands	(20 min.)	B.V.E.M.	C
Louis Pasteur: Man of Science	(27 min.)	C.P.L.M.	
Mahatma Gandhi	(19 min.)	B.V.E.M.	
Man of the Century—Churchill	(54 min.)	B.V.E.M.	
The Munich Tragedy	(26 min.)	C.P.L.M.	
Mussolini	(27 min.)	B.V.E.M.	
Nationalism	(19 min.)	C.P.L.M.	
A Nation Is Born	(20 min.)	C.P.L.M.	

News Parade—one 10 min. reel for each year since 1924	(10 min. each)	C.P.L.M.	
Normandy Invasion	(19 min.)	C.P.L.M.	
On Mediterranean Shores	(22 min.)	B.V.E.M.	
The Philippine Republic	(16 min.)	C.P.L.M.	
Promise of Pakistan	(20 min.)	B.V.E.M.	
Report on Japan	(19 min.)	B.V.E.M.	
Russia	(24 min.)	C.P.L.M.	C
Rise of Adolf Hitler	(27 min.)	B.V.E.M.	
Stanley Finds Livingstone	(27 min.)	B.V.E.M.	
Tito: New Ally?	(18 min.)	C.P.L.M.	
Toward a Better World: Ten Years of the United Nations		B.V.E.F.S.	
World War I	(28 min).	C.P.L.M.	
World War II	(28 min.)	C.P.L.M.	

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Borgese, G. A., *Goliath: The March of Fascism,* Viking, 1938.

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Jackson, J. Hampden, *The World in the Post-War Decade,* Houghton, Mifflin, 1956.

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Williams, B., *Botha, Smuts, and South Africa*, Macmillan, n.d. (Teach Yourself History Series)

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ADVANCED PLACEMENT

TABLE OF CONTENTS

PAGE

CEEB Quotation 71

Objectives 74

Organization 75

Message to the Student 77

Suggested Course Rules 78

Unit and Time Plan 80

Units of Study and Textbook Assignments 81

Visual Aids Codes 81

Units of Study I-VII 82

- A. Textbook Assignment
- B. Major Topics
- C. Readings
- D. Suggested Areas of Exploration
- E. Map Exercises
- F. Identification
- G. Visual Aids

Check List of Terms 137

Bibliography 139

Supplementary Reading List 140

Seminar—Individualized Study—Review 145

Basic Library 147

TABLE OF CONTENTS

UNITS OF STUDY

UNIT PAGE

First Semester

I Ancient Civilizations 82
II Middle Ages 85
III Renaissance 89
IV The Making of Modern Europe 93
V The Era of Revolutions 108

Second Semester

VI Nationalism and Democracy 117
VII Modern Imperialism and Its Consequences 122

ADVANCED PLACEMENT EUROPEAN HISTORY

In drafting a syllabus for the Advanced Placement Examination in European History, the committee had the following situation in mind. The committee felt that, however much the introductory course in European history may vary from college to college, there exists a common level of quality and approach which all would agree is the desired characteristic of such courses. Therefore, the committee has not attempted to outline a particular course for the schools but rather to define the level of approach, coverage, and kind of materials which any course proposing to qualify students for college credit should comprehend. It is recommended that the school course be taken in the student's senior year, although in some instances it may be taken in the junior year or spread over the junior and senior years. Some schools may be able to set up a special course or an advanced section of a regular course; others may find it possible only to make extra and guided work available to the most promising students.

Course

The level and scope of an advanced course are indicated by three aspects of European history study which the examination will cover.

First, the examination will test whether the student has an adequate knowledge of the general narrative of European history from 1450 to 1939 as set out in any mature college textbook.

Second, the student's specific and intensive knowledge of whichever one of the following four periods of European history he has selected as his period of concentration will be tested. Under each period the committee has suggested a series of topics to be covered, more as an indication of the scope and intensity of the treatment desired than as an effort at an irreducible minimum. Although one period must be chosen by each student as his period of concentration, he will also be tested on his understanding of the relationship of this period to the general narrative of European history. As is suggested, he should be aware of and will be tested on the Middle Ages as a prologue to modern European history.

The prologue and four periods, with suggested topics, are:

Prologue: The legacy of the Middle Ages

1. *The developing social hierarchy: the manorial economy, the*

estates and their functional interrelations, capitalism in the Middle Ages, aristocracy and the rising middle class.

2. *The universal church: the hierarchy, orthodoxy and heresy.*
3. *Feudal monarchy, law, and representative government.*
4. *The medieval mind: the universities, rationalism and experimental science, art and architecture.*

1450-1660

1. *Renaissance in Italy and the North; individualism, secularization, the new learning, and art.*
2. *The Protestant revolution: its theological, political, economic, and social aspects; the counter-reformation and militant Protestantism.*
3. *Expansion in Europe and overseas.*
4. *The price revolution and mercantilism.*
5. *The emergence of the modern state; the English Civil War.*

1660-1789

1. *The continuing growth of mercantilism and capitalistic society: Holland, France, England.*
2. *The scientific revolution and the Enlightenment.*
3. *The enlightened despots and the bureaucratic state.*
4. *Constitutional developments and the cabinet system in Great Britain.*
5. *The age of Louis XIV and the ancient regime in France and in Europe.*
6. *The balance of power in Europe and overseas.*
7. *The early phases of the agricultural and industrial revolutions.*

1789-1870

1. *The French Revolution, Napoleon and the French imperium.*
2. *The Concert of Europe.*
3. *Romanticism, liberalism, the conservative reaction.*
4. *The revolutions of 1848: the impact on liberal nationalism.*
5. *Unification movements.*
6. *Reform movements: English and continental.*
7. *Socialism: Utopian and Marxian.*
8. *The industrial transformation of Europe.*
9. *Evolution and mechanism in science and social science.*

1870-1939

1. *Competitive nationalism and imperialism, prewar diplomacy and the alliance system.*
2. *Science and society.*
3. *The capitalism of the large firm.*
4. *Socialism and the social service state.*
5. *The First World War, the collapse of the established order, and the postwar search for security.*
6. *Totalitarian revolutions in Russia, Italy, and Germany.*
7. *The world-wide depression and its impact on the political, social, and economic order.*
8. *The genesis of the Second World War.*

Third and equally important, the examination will test the student's ability to see the facts of history in context; distinguish causes, results, and significance; read historical materials in a discriminating way and write effectively; and to weigh evidence and reach conclusions on the basis of facts, not prejudice.

In offering this syllabus it is the intent of the committee to encourage a high degree of flexibility. A mature textbook may well be the basis for an advanced course in school, which should be, however, considerably more than a textbook course. Some teachers may want students to read extensively in general historical books, special studies, biographies, or primary works; others may prefer to have them do intensive work in historical problems, documents, or questions of historical interpretations; still others may wish to concentrate for several weeks on special topics.

Courses should include some lecturing, the essay type of examination, the use and interpretation of maps, training in writing research papers, and guidance in note-taking.

Experience so far has shown that different kinds of courses do prepare students successfully for the European history examination. Intensive concentration for much of the year in one of the periods or in one country, or courses arranged largely around materials in the history of ideas have in their different ways proved satisfactory.

College Entrance Examination Board
Advanced Placement Programs Course Descriptions

OBJECTIVES

1. To familiarize the pupil with the development of western civilizations from the Middle Ages to the present time.
2. To develop the pupil's understanding and analytical judgment of the ideas, ideologies, and systems that have developed in modern Western Civilization.
3. To afford each pupil an opportunity to make a thorough and concentrated individualized study of one of the five major periods of European history from the Middle Ages to the present.
4. To develop in the pupil an understanding of and sympathy with certain values as acquired from a study of the world's history.
    a. An appreciation of the worth of the individual and a realization of the dignity of man.
    b. An understanding of other times, other places, and other people.
    c. The development of perspective relative to the sources of modern society, emphasizing the similarity of problems of past and present and the successes and failures of earlier civilizations in their attempts to solve these problems.
5. To develop skills and abilities peculiar to historical scholarship.
    a. Ability to determine the relative importance of issues, events, conditions, and institutions and emphasize those of major significance.
    b. Ability to think critically with regard to controversial questions.
    c. Skill in writing on historical topics with concern for factual accuracy, clarity, logical organization, and effectiveness of expression.
    d. Skill in listening to an instructor-delivered lecture and in taking selective and meaningful notes.
    e. Skill in preparing papers on chosen historical topics with correct procedures in seeking reference materials, making annotations, using accepted forms, and developing specific ideas or points of view.

ORGANIZATION

The first semester of the course begins with a brief summary of ancient history establishing the foundations of Western civilization. This is followed by a survey of the Middle Ages to determine the roots of modern European institutions. The remainder of the first semester is devoted to the history of Europe from the Renaissance through the pre-revolutionary era of the late eighteenth century. The second semester carries the story from that point to 1939.

A college textbook is the basis of this course. Pupils, however, are required to make extensive use of other materials such as historical documents and the writings of a number of European historians providing differing interpretations of various aspects of European history.

Current problems are generally dealt with as they can interlock into historical events and contribute to an improved understanding of the problems of the past.

Extensive use of the essay type examination is made in this course. Building upon the experience gained in the AT course, the complexity of the questions and the length of answers required are gradually increased throughout the school year, so that the student at the end of the course is familiar with the writing of answers requiring a full forty minute class period.

However, the objective type test is in no sense to be discarded or disregarded. This type of test can be used advantageously to measure the student's acquisition of factual material and of some basic skills, and it is easily scored. On the other hand, it does not readily lend itself to the measurement of some of the higher order of learnings sought in college-level work. To some extent this condition may be remedied by further research.

The Advanced Placement Examination, taken at the end of the course by those desiring to earn college credit, includes questions of both types. Examples of objective tests used in some of these examinations in the past may be found in *Social Education,* November, 1961, Volume XXV, number 7, pp. 335 ff. Copies of the essay questions of previous examinations may be purchased directly from the College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey.

The abilities to perform independent research and to communicate the findings in intelligent and effective writing are among those which gifted persons need to develop. Research papers require students to enlarge their knowledge of a specialized area and provide exercise in historical method. The written paper should be a scholarly product of quality regardless of length. Experience has shown that two or three short papers of relatively limited scope serve better the development of research techniques than does a single long paper.

Map assignments for gifted pupils should involve not merely geographical identification and recognition but also interpretation.

MESSAGE TO THE STUDENT

You are enrolled in a college-level course in European History. This course will make extensive and advanced demands on the student, demands which approximate those of an introductory college course. The student is expected to achieve a mastery of the facts and chronology of European History, from the Middle Ages to the middle of the twentieth century, as presented in a standard college textbook. The textbook used in this course is Palmer's *A History of the Modern World*. Additional topic readings will be required of the student to acquaint him with the major documents, historians, and interpretations of European History.

Each student will also read extensively in a variety of works as he concentrates his studies on one area recommended by the College Entrance Examination Board's Committee on European History. Also, the student is expected to develop an ability to deal analytically and critically with the materials studied, and a reasonable facility in both the oral and written expression of ideas. Most meetings of the class will be devoted to discussion; some will be given over to reports; in others, the instructor will lecture.

In May of next year students enrolled in this course will be expected to take the Advanced Placement examination, a three-hour objective and essay test, drawn up and graded by committees of school and university teachers. If you pass this examination with a creditable mark—and we expect you to do so—the examiners will recommend to the college of your choice that you be given credit for the college survey course in European History and placement in advanced history courses. Many, but not all, colleges give both placement and credit; some give only placement; others do not acknowledge the Advanced Placement program at all. If you fail to pass this examination, you will have had still what is far more important, an interesting and challenging opportunity to develop your abilities far beyond the level you might have attained in a less demanding class.

SUGGESTED COURSE RULES

1. Since this is a college level course, students are expected to to spend at least one hour outside of class preparing for each class period. Those who find themselves spending significantly more than that much time should discuss the situation with their teacher.

2. Students who are unable to read an assignment before the class meets should notify the teacher as they enter the room. This situation is not expected to arise often. He will not call on you for recitation during the class hour. Students will be treated as adults. Adults have privileges to accompany their responsibilities.

3. Work must be submitted on time. Unless the student has an excuse, such as sickness, the teacher will not accept late papers without a penalty.

4. Each student is expected to do his own work independently. The submission of a paper, map exercise, examination, or quiz attests that the writer has not received help from anyone else.

5. Except for report cards, all work will be graded on a *college level.* A student may receive a D on an examination paper. This mark *will mean* that the instructor considered the paper D work by university standards. This mark *will not necessarily mean* that the student will receive a D on his report card.

6. Students are expected to contribute to class discussion.

7. Each student is expected to keep a loose leaf notebook (8½ x11). This notebook should contain class notes, map exercises, notes taken from your supplementary readings, essays, corrected examinations, reports and other pertinent materials.

8. All outside work is to be done in ink or typewritten.

9. Provision will be made to schedule conferences with each student to discuss his progress.

10. Several short research papers will be required as the course progresses. Each student will find it to his advantage to purchase 3x5 bibliography cards and 5x8 note cards.

Each student will use a manual giving necessary details on the format of a research paper. The manual used will be:

> Lipson, Shirley and Anne W. Abrams, *The College of Education Style Manual,* Columbus Ohio; College of Education, The Ohio State University, 1960.

UNIT AND TIME PLAN

Unit	First Semester	Class Periods AP
I	Ancient Civilization	2
II	Middle Ages	3
III	Renaissance	10
IV	The Making of Modern Europe	30*
V	The Era of Revolutions	40*
	Discretion of Instructor (Review, etc.)	2
	Examinations	2
	Semester Total	89

Unit	Second Semester	Class Periods AP
VI	Nationalism and Democracy	20*
VII	Modern Imperialism and Its Consequences	50*
	Seminar (Individualized study)	13*
	Discretion of Instructor (Review, etc.)	2
	Final Examination	2
	Semester Total	87

* Area of Concentration

UNITS OF STUDY AND TEXTBOOK ASSIGNMENTS

Basal Text: R. R. Palmer—*A History of the Modern World*
New York: Alfred A. Knopf, 1961

Unit I	**Ancient Civilizations** Chapter 1, Section 1
Unit II	**Middle Ages** Chapter 1, Sections 2, 3, 4
Unit III	**The Renaissance** Chapter 2
Unit IV	**The Making of Modern Europe** Chapters 3-8
Unit V	**The Era of Revolutions** Chapters 9-12
Unit VI	**Nationalism and Democracy** Chapters 13-14
Unit VII	**Modern Imperialism and Its Consequences** Chapters 15-20

VISUAL AIDS — CODES

Sources:

C.P.L.M. —Cleveland Public Library Movies
B.V.E.M. —Bureau of Visual Education—Movie (Cleveland Public Schools)
C.P.L.F.S. —Cleveland Public Library—Film Strips
B.V.E.F.S.* —Bureau of Visual Education—Film Strip (Cleveland Public Schools)
C. —Color (no letter—black and white)
Number in parenthesis—Length in minutes

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* Number preceding title of film strip is the code number by which it is identified at the Bureau of Visual Education.

First Semester

UNIT I

Ancient Civilizations

(2 days)

A. **Text — Chapter I, pp. 1-13**

B. **Major Topics**
   1. The Near East
   2. The Greek World
   3. The Roman World
   4. The Coming of Christianity

C. **Readings**
   1. Brinton, Christopher, and Wolfe
      Vol. I, pp. 18-46, 49-92, 95-138, 141-171
   2. Ferguson and Bruun, pp. 15-114
   3. Mendenhall, et al, *Select Problems*, 1-22, 23-48
   4. Setton and Winkler, pp. 1-22, 22-46, 47-93
   5. Strayer, pp. 11-26

D. **Suggested Areas of Exploration** (These may be used as the basis of discussion or research papers or essay questions.)
   1. Why is modern civilization considered to be formed by the expansion of ideas, institutions, and industries which originated in Europe?
   2. Why have the Greeks proved to be as gifted a people as mankind has ever produced?
   3. What made it possible for the civilized world of the ancient West to enjoy generations of internal peace in the Roman Empire?
   4. Why is it difficult to exaggerate the importance of Christianity? What new sense of life and unity did it bring to humanity?

E. Map Studies

1. Study the physical map of Europe and accompanying caption on pp. 5-7 in the text.
   - a. What distinctive topographical features of Europe can you describe?
   - b. On an outline map of Europe draw the approximate boundaries of the Roman Empire at its height (See page 15.)
   - c. Be able to locate each of the following places:
     - (1) Egypt
     - (2) Tigris-Euphrates
     - (3) Crete
     - (4) Aegean Sea
     - (5) Gibraltar
     - (6) Asia Minor
     - (7) Austria
     - (8) England
     - (9) Persia
     - (10) Greece
     - (11) Rome
     - (12) Troy
     - (13) Athens
     - (14) Corinth
     - (15) Sparta
     - (16) Ebro River
     - (17) Po River
     - (18) Danube River
     - (19) Urals
     - (20) Caspian Sea
     - (21) Amsterdam
     - (22) Marseilles
     - (23) Macedon
     - (23) Syria
     - (25) Tunisia
     - (26) Morocco
     - (27) Spain
     - (28) Portugal
     - (29) France
     - (30) Switzerland
     - (31) Belgium
     - (32) Palestine
     - (33) Mediterranean
     - (34) Rhine River
     - (35) Mesopotamia

F. Identifications

1. Alexander the Great
2. Aristotle
3. Augustine
4. Constantine
5. Galen
6. Hammurabi
7. Herodotus
8. Philip of Macedon
9. Plato
10. Ptolemy
11. Pythagoras
12. Strabo
13. Thucydides

G. **Visual Aids**

1. 25 A—Ancient Egypt B.V.E.F.S.
2. Assassination of Julius Caesar (27 min.) B.V.E.M.
3. Buddhism C C.P.L.F.S.
4. Confucianism C C.P.L.F.S.
5. Cyprus Is an Island (24 min.) C.P.L.M.
6. Death of Socrates (27 min.) B.V.E.M.
7. 4-0-7 Early Nations of Southwest Asia C B.V.E.F.S.
8. 28 A 2 Early Peoples of Italy B.V.E.F.S.
9. Egypt's Eras of Splendor C C.P.L.F.S.
10. First European Civilization — Crete Minoan Age C C.P.L.F.S.
11. First European Civilization — Crete: Palace of Minoan C C.P.L.F.S.
12. Forebears of the West: The Celts C C.P.L.F.S.
13. 23 A 2 Gifts from Ancient Times C B.V.E.F.S.
14. 4-0-8 Grandeur That Was Rome C B.V.E.F.S.
15. Great Age of Warriors: Homeric Greece C C.P.L.F.S.
16. Greece Throughout the Ages (20 min.) C.P.L.M.
17. Hinduism (20 min.) C.P.L.M.
18. 28 A 3 Imperial Rome—Its Life and Grandeur C B.V.E.F.S.
19. Life in Ancient Greece (14 min.) C.P.L.M.
20. Marc Anthony of Rome (23 min.) B.V.E.M.
21. The Oldest Nation: Egypt C C.P.L.F.S.
22. 28 A 4 Picture Stories of Ancient Rome B.V.E.F.S.
23. 28 A 6 Roman Life B.V.E.F.S.
24. 28 A 7 Roman World B.V.E.F.S.
25. Sumer: The First Great Civilization C C.P.L.F.S.
26. Triumph of Alexander the Great (27 min.) B.V.E.M.

UNIT II

Middle Ages

(3 days)

A. **Text — Chapter I, pp. 13-42**

B. **Major Topics**

1. The Early Middle Ages (pp. 13-22)
   - a. The disintegration of the Roman Empire
   - b. The Byzantine World, the Arabic World, the West about 700 A.D.
   - c. The Church and the Rise of the Papacy
   - d. The Empire of Charlemagne, A.D. 800
   - e. Ninth century invasions of Europe
2. The High Middle Ages (pp. 22-31)
   - a. Emergence from the Dark Ages
   - b. The rise of towns and commerce
   - c. The growth of national monarchies
3. The Church in the High Middle Ages (pp. 32-42)
   - a. Development of the Medieval Church and Papacy
   - b. Intellectual life
   - c. The Crusades, new invasions, Europe by 1300

C. **Readings**

1. Baumer, pp. 19-100
2. Brinton, et al. — vol. 1, pp. 173-376
3. Ferguson and Bruun — pp. 117-272
4. Mendenhall, et al — Ideas, pp. 1-42, 81-186
5. Mendenhall, et al—Problems, pp. 49-58
6. Painter, pp. 7-132
7. Schevill, pp. 13-26
8. Setton and Winkler, pp. 1-93
9. Stephenson, pp. 1-93
10. Strayer, pp. 11-163

D. Suggested Areas of Exploration

1. Why is modern Europe considered to have emerged in the 500 years from the 5th to the 10th centuries?
2. What were the major factors for the disintegration of the Roman Empire in the West after the 5th century A.D.?
3. Describe the three types of civilization which confronted each other across the Mediterranean about A.D. 700 — Byzantine, Arabic, Western.
4. Why was it possible for the Christian Church to maintain a tie with the civilized past in the so-called "Dark Ages"?
5. How did Charlemagne temporarily unite the West about 800 A.D.?
6. Why did feudalism in the strict sense apply only to the military or noble class?
7. Explain the function of the manorial system.
8. Why did the rising towns seek to establish themselves as small self-governing republics?
9. Why did the medieval economy attempt to prevent competition?
10. Is it true that the three centuries of the High Middle Ages laid foundation for both order and freedom?
11. How deeply did religion permeate every aspect of life in the High Middle Ages?
12. Describe the common institutions developing in medieval Europe which were creating a unique civilization.

E. Map Studies

1. Study the map and accompanying caption on page 15 in the text.
   a. On an outline map of Europe, indicate the approximate boundaries about A.D. 800 of (a) Greek Civilization, (b) Latin Christendom, (c) the Moslem World.
   b. Be able to locate each of the following places:

(1) Byzantine
(2) Constantinople
(3) Wales
(4) Scotland
(5) Rome
(6) Britain
(7) Gaul
(8) Italy
(9) Asia Minor
(10) Balkan peninsula
(11) Arabia
(12) Rhineland
(13) Ireland
(14) Pyrenees Mts.
(15) Tours
(16) Bohemia
(17) Aachen
(18) Kiev
(19) Iceland
(20) Normandy
(21) Poland
(22) Scandinavia
(23) Hungary

2. Study the map and accompanying caption on page 40 in the text.

    a. Sketch on an outline map of Europe and the Near East a general picture of European crusading activity from about 1100 to 1250.

    b. Be able to locate each of the following places:

        (1) Holy Roman Empire
        (2) Portugal
        (3) Leon
        (4) Castile
        (5) Aragon
        (6) Valencia
        (7) Granada
        (8) Sicily
        (9) Rumania
        (10) Athens
        (11) Rome
        (12) Poland
        (13) Hungary
        (14) Denmark
        (15) Alexandria
        (16) Holy Lands
        (17) Balkan peninsula
        (18) Pomerania

F. **Identifications**

1. Aquinas, St. Thomas
2. Attila
3. Augustine
4. Benedict, St.
5. Capet, Hugh
6. Charlemagne
7. Clovis

8. Gregory VII
9. Harun-al-Rashid
10. Henry IV
11. Innocent II
12. Nicholas II
13. Peter, St.
14. Ulfilas
15. Urban II
16. William the Conqueror

G. Visual Aids

1. 8 M 4 Castle and Manor Houses C B.V.E.F.S.
2. Crusades (28 min.) B.V.E.M.
3. 23 A 4 Crusades C B.V.E.F.S.
4. 23 A 2 Dark Ages C B.V.E.F.S.
5. The Golden Age of Spain (15 min.) C.P.L.M.
6. Islam (20 min.) C.P.L.M.
7. 8 M 7 Knighthood C B.V.E.F.S.
8. 8 M 6 Knighthood—Life in Medieval Times B.V.E.F.S.
9. 23 A 3 Life in a Medieval Castle C B.V.E.F.S.
10. 8 M 2 Life in a Medieval Castle C B.V.E.F.S.
11. 8 M 9 Life in a Medieval Village C B.V.E.F.S.
12. Major Religions (20 min.) C B.V.E.M.
13. Medieval Architecture (20 min.) C.P.L.M.
14. Medieval Castle (18 min.) B.V.E.M.
15. 8 M 2 Medieval Castle and Its Life B.V.E.F.S.
16. Medieval Crusades (27 min.) B.V.E.M.
17. Medieval Guilds (20 min.) C B.V.E.M.
18. Medieval Manor (21 min.) B.V.E.M.
19. 8 M 1 Middle Ages C B.V.E.F.S.
20. 4 O 9 New Nations Arise—Dark Ages C B.V.E.F.S.
21. 8 M 5 Picture Stories of Knights and Castles B.V.E.F.S.
22. 8 M 8 Picture Stories of Monastic Life B.V.E.F.S.

UNIT III

Renaissance

(10 days)

A. Text — Chapter II, pp. 43-88

B. Major Topics

1. The Decline of the Church (pp. 44-48)
   - a. The papacy divided
   - b. Unsettled social conditions after 1300
   - c. The failure of conciliar movement
2. The Renaissance in Italy (pp. 49-55)
   - a. Italian cities and the new conception of man
   - b. Humanism and the cult of antiquity
   - c. Politics and the Italian Renaissance
3. The Renaissance outside of Italy (pp. 56-59)
   - a. Religion, scholarship, and science
   - b. Mysticism and lay religion
   - c. Erasmus of Rotterdam
4. The new Monarchies (pp. 60-67)
   - a. Centralization under the Monarchies
   - b. The new monarchy in England, France, and Spain
   - c. The Holy Roman Empire and the Hapsburg supremacy
5. Protestantism (pp. 68-80)
   - a. Luther and Lutheranism
   - b. Calvin and Calvinism
   - c. The Reformation in England
   - d. The religious situation by 1560
6. Catholicism reformed and reorganized (pp. 81-88)
   - a. The Council of Trent
   - b. The Counter-crusade

C. Readings

1. Baumer, pp. 103-243
2. Berkshire Series—Reformation
3. Brinton, et al., vol. I, pp. 393-512, 540-557
4. Ergang, pp. 7-95, 146-260
5. Ferguson and Bruun, pp. 275-408
6. Hayes, *Modern*, pp. 3-46, 96-219
7. Mendenhall et al., *Ideas*, pp. 211-235, 269-295

8. Mendenhall et al., *Select,* pp. 87-140
9. Heath Series, *The Renaissance Medieval or Modern?* and *Protestantism and Capitalism*
10. Schevill, pp. 27-138
11. Setton and Winkler, pp. 206-282
12. Stearns, pp. 3-71, 90-156
13. Strayer, pp. 189-230

D. Suggested Areas of Exploration

1. Why did Latin Christendom become the first modern society to embark on the process of secularization?
2. What new forces by the close of the 13th century had grown strong enough to assert themselves against the papacy and cause the decline of the Church?
3. Why were social and political conditions in the 14th century greatly unsettled?
4. Explain the peak reached at the Council of Constance, 1414-15, by the conciliar movement.
5. Explain the role of the papacy in the hands of the Renaissance popes in the 15th century.
6. How did the Renaissance mark a new era in thought and feeling by which Europe and its institutions were, in the long run, to be transformed?
7. Why did secularism make its first appearance in the 15th century Italy?
8. Why did the Italians become captivated by a sense of man's tremendous powers and the rich potentialities of human nature?
9. Why were the people outside of Italy much less conscious of any break with the Middle Ages?
10. After the middle of the 15th century, how did the new monarchs resume the strengthening of royal authority over feudal authority and laying the basis for national states?
11. Why was Charles V (1519-56), the Hapsburg Holy Roman Emperor, the most powerful ruler of his day?
12. Why were the religious revolutionaries not content merely to be let alone in order to follow their religion but also seeking to overthrow and replace the medieval church?
13. Did the Peace of Augsburg of 1555 represent a victory for Lutheranism and states rights?

14. Explain the two major differences between Calvin and Luther.

15. Is it true that economic conditions seemed less decisive than religious convictions and political circumstances in the Protestant Reformation?

16. Discuss the two main labors to which the Council of Trent addressed itself.

17. By 1560, what practical machinery had the Catholic Church devised for a counter offensive against Protestantism?

E. Map Studies

1. Study the map of Europe in 1526 and accompanying caption on pp. 65-67 in the text.
    a. On an outline map of Europe indicate (a) the territory ruled by the Hapsburg family in 1526, (b) the boundaries of the Holy Roman Empire at that time.
    b. Be able to locate each of these places:
        (1) Florence
        (2) Rotterdam
        (3) Milan
        (4) Venice
        (5) Genoa
        (6) Alps
        (7) Bohemia
        (8) Flanders
        (9) Bologna
        (10) Balearic Islands
        (11) Sardinia
        (12) Naples
        (13) Saxony
        (13) Brandenburg
        (15) Cologne
        (16) Bavaria
        (17) Burgundy
        (18) Austria
        (19) Netherlands
        (20) Constantinople
2. Study the map on State Religions in 1560 and the accompanying caption on page 80 in the text.
    a. On an outline map of Europe, indicate the state religions in Europe about 1560 using different shadings or colors for Lutheranism, Anglicanism, Calvinism, and Roman Catholicism.

F. Identifications

1. Albert of Brandenburg
2. Alexander VI
3. Ariosto, Ludovico
4. Behaim, Martin
5. Bellini, Giovanni
6. Boccaccio, Giovanni
7. Boleyn, Ann
8. Boniface VII

9. Borgia, Cesare
10. Cade, Jack
11. Calvin, John
12. Castiglione, Baldassare
13. Catherine of Aragon
14. Charles V
15. Cicero
16. Copernicus
17. Dante
18. Eckhart, Meister
19. Edward VI
20. Elizabeth
21. Erasmus
22. Ferdinand
23. Frances I
24. Goethe
25. Gounod
26. Groote, Gerhard
27. Henry II
28. Henry VII
29. Henry VIII
30. Horace
31. Huss, John
32. Innocent VIII
33. Isabella
34. Joanna of Castile
35. John of Leyden
36. Julius II
37. Kempis, St. Thomas a'
38. Knox, John
39. Leo X
40. Louis XI
41. Louis XII
42. Loyola, St. Ignatius
43. Luther, Martin
44. Machiavelli
45. Marlowe, Christopher
46. Martin V
47. Mary I
48. Maximilian I
49. Michelangelo
50. More, Thomas
51. Nicholas V
52, Nicholas of Cusa
53. Ockham, William of
54. Paracelsus
55. Paul III
56. Paul, St. Vincent de
57. Philip II
58. Philip IV
59. Philip of Burgundy
60. Pico della Mirandola
61. Pius II
62. Raphael
63. Regiomontanus
64. Schoner
65. Servetus, Michael
66. Tasso
67. Titzel, Friar
68. Tyler, Watt
69. Valla, Lorenzo
70. Vinci, Leonardo da
71. Wycliff, John
72. Ximenes, Cardinal

G. Visual Aids

1. 23 A 6 Europe Awakens—The End of the Middle Ages B.V.E.F.S.
2. Leonardo da Vinci (25 min.) C C.P.L.M.
3. Martin Luther (110 min.) C.P.L.M.
4. Protestant Reformation (14 min.) C.P.L.M.
5. Renaissance (27 min.) B.V.E.M.
6. Renaissance (28 min.) C.P.L.M.
7. Renaissance Architecture (20 min.) C.P.L.M.
8. Sir Francis Drake (29 min.) B.V.E.M.

UNIT IV

The Making of Modern Europe

(30 days)

A. Text, Chapters III, IV, V, VI, VII, and VIII, pp. 89-332.

B. Major Topics (Chapter III)

1. The opening of the Atlantic (pp. 90-93)
    - a. The Portuguese discoveries
    - b. The discovery of America
    - c. Spanish Conquest
2. Commercial Revolution (pp. 94-103)
    - a. New methods of commerce and production; the price revolution
    - b. Mercantilism
3. Social developments of the late 16th and early 17th centuries (pp. 104-112)
4. Spanish Power
5. Disintegration and Reconstruction of France (pp. 113-119)
    - a. Disunity—political and religious
    - b. Wars................civil and religious
    - c. Influence of Henry IV
    - d. Cardinal Richelieu
6. The Thirty Years' War and the Peace of Westphalia (pp. 120-131)

(Chapter IV)

7. The Establishment of West-European leadership
    - a. The Dutch Republic (pp. 133-141)
    - b. Britain (pp. 142-154)
        - (1) 17th century developments
        - (2) The Stuarts vs. Parliament
        - (3) The Commonwealth

        (4) The Restoration
        (5) Revolution of 1688
    c. France (pp. 155-172)
        (1) 17th Century developments
        (2) Louis XIV and absolutism
        (3) Policies of Colbert
        (4) War of the Spanish Succession and the Peace of Utrecht

(Chapter V)

8. Eastern Europe from 1648 to 1740
    a. Disintegration of three Empires (pp. 174-186)
        (1) Holy Roman Empire
        (2) Republic of Poland
        (3) Ottoman Empire
    b. Emergence of three powers (pp. 187-217)
        (1) Austrian Monarchy
        (2) Prussia
        (3) Westernized Russia
    c. Partitions of Poland (pp. 218-223)

(Chapter VI)

9. Economy of the 18th century (pp. 224-233)
    a. Global commerce
    b. Social effects of expanded wealth in Europe

10. Western Europe after 1713 (pp. 234-243)
    a. Spain
    b. The Netherlands
    c. Other small nations
    d. France
    e. Britain

11. Continental and global conflicts (pp. 244-258)
    a. War of the Austrian Succession
    b. Seven Years War

(Chapter VII)

12. Development of scientific processes (pp. 259-272)
    a. Early progress
        (1) Francis Bacon
        (2) Descartes
        (3) Copernicus
        (4) Galileo
    b. Later developments
        (1) Newton
        (2) The Scientific Revolution
13. New knowledge of man and society (pp. 273-280)
14. The doctrine of natural law (pp. 281-288)
    a. Hobbes
    b. Locke

(Chapter VIII)

15. The Age of Enlightenment (pp. 259-288)
    a. The Philosophies
    b. Enlightened despotism — France, Austria, Prussia, Russia
    c. Counter movement of Britain in Scotland, Ireland, India, and America
    d. The American Revolution

C. Readings

(Chapter III)

1. Berkshire Series—*Commercial Revolution 1400-1776*
2. Brinton, et al, Vol. 1, pp. 515-539, 565-594
3. Ergang—pp. 96-145, 261-355
4. Ferguson and Bruun—pp. 409-429, 442-450
5. Hayes, *Modern*—pp. 45-251, 283-291, 330-340
6. Schevill—pp. 139-258
7. Stearns—pp. 158-207

(Chapter IV)

1. Brinton, et al, Vol. 1, pp. 597-626
2. Ergang—pp. 380-432, 458-486
3. Ferguson and Bruun—pp. 429-441

4. Hayes, *Modern*, pp. 251-282, 426-464
5. Mendenhall, et al, *Ideas*, pp. 297-330
6. Mendenhall, et al, *Select*, pp. 141-172
7. *Problems in European Civilization—The Greatness of Louis XIV, The Origins of the English Civil War*
8. Schevill, pp. 191-195, 261-303
9. Setton and Winkler—pp. 283-303, 316-326
10. Stearns—pp. 209-269

(Chapter V)

1. Brinton, et al, Vol. 1—pp. 242-247, Vol. II, pp. 21-36
2. Ergang—pp. 433-457, 487-501
3. Ferguson and Bruun—pp. 525-553
4. Hayes, *Modern*—pp. 291-329
5. Schevill—pp. 304-339
6. Stearns—pp. 270-315

(Chapter VI)

1. Berkshire Series—*The Commercial Revolution, 1400-1776*
2. Brinton, et al, Vol. II, pp. 15-20, 36-46
3. Ergang—pp. 582-598
4. Ferguson and Bruun—pp. 554-574
5. Hayes, *Modern*, pp. 340-360
6. Schevill—pp. 340-360
7. Stearns, pp. 316-336

(Chapter VII)

1. Baumer—pp. 249-354
2. Brinton, et al, Vol. I, pp. 626-636
3. Ergang—pp. 356-479, 501-545
4. Ferguson and Bruun—pp. 575-585
5. Hayes, *Modern*, pp. 369-390
6. Schevill—pp. 361-366
7. Setton—pp. 303-316
8. Stearns—pp. 337-371

(Chapter VIII)

1. Baumer—pp. 257-447
2. Becker—pp. 1-168
3. Brinton, et al, Vol. II, pp. 49-93

4. Ergang—pp. 546-555, 598-607
5. Ferguson and Bruun—pp. 586-598
6. Hayes, *Modern*, pp. 390-425, 464-481
7. Schevill—pp. 366-384
8. Setton and Winkler, pp. 327-369
9. Stearns—pp. 337-371

D. Suggested Areas of Exploration

(Chapter III)

1. What was the effect of the new sea route around Africa to India?
2. Why was the voyage of Columbus somewhat disappointing?
3. Why did the Europeans not plant their civilization in the East as they did in America?
4. What were the social and political consequences of the price inflation in Europe?
5. What great advantages did the opening of the Atlantic give to Europe?
6. What effect did the Commercial Revolution have on the general economy of Europe?
7. What was the purpose of instituting the policy of mercantilism?
8. Describe the part played by the revolution in the Netherlands in the international politico-religious struggle.
9. Why may the Thirty Years' War be considered a political struggle as well as a religious and international conflict?
10. Why is the Peace of Westphalia considered a general checkmate to the Catholic cause in Germany?

(Chapter IV)

1. Why is the half century following the Peace of Westphalia often called the Age of Louis XIV?
2. Describe the "Balance of Power" technique employed against Louis XIV.
3. In 17th century England why was Parliament able to subject the King to its wishes?
4. Why did Cromwell, who professed a belief in parliamentary and constitutional government, rule as a dictator?
5. What was restored in England in 1660?

6. Did the "Glorious Revolution" of 1688 vindicate the principles of parliamentary government and the rule of law?
7. Why did France, after the disorders of the 16th and 17th centuries, accept a strong monarchy?
8. What was the basis for the absolute authority of Louis XIV?
9. In what way did Versailles complete the political and moral ruin of the French aristocracy as a class?
10. How did Colbert work to make France economically powerful and self-sufficient?
11. How did Louis XIV reform war so as to make it an activity of the state?
12. Why is the War of the Spanish Succession considered unique?

(Chapter V)

1. How did Austria acquire a new empire after its humiliation at the Peace of Westphalia?
2. What was the underlying long-range policy of the Brandenburg (Hohenzollern) house?
3. Why was 17th century Russia considered to be European in some of its fundamental social institutions?
4. Why did the European major powers in 1772 regard differently the partition of Turkey and of Poland?

(Chapter VI)

1. What was the outstanding economic development of 18th century Europe?
2. Describe the function of the 18th century global economy.
3. In what ways did the development of Britain and France in the years after the treaty of Utrecht parallel each other?
4. What made an aristocratic resurgence possible in 18th century France?
5. How did the cabinet form of government develop in England?
6. Account for shifts in alliances in the Austrian Succession and the Seven Years' War.
7. Why is the year of 1763 a memorable turning point for Europe, for America, and for Asia?

(Chapter VII)

1. Why has the 17th century been called the "Century of Genius?"
2. In what ways did the Scientific Revolution of the 17th century have repercussions far beyond the realm of pure science?
3. What impact did the studies of man and of nature have upon Christianity?
4. Describe the philosophy of natural right and of natural law.
5. What did the school of natural law hold to be the basis of government?

(Chapter VIII)

1. What was the basis for the spirit of the 18th century Enlightenment?
2. What beliefs did most people hold in the Age of Enlightenment?
3. Describe Voltaire's ideal form of government.
4. How did the typical enlightened despot differ from his "unenlightened" predecessor?"
5. Why was the upheaval in America considered a revolution as well as a war for independence?
6. Why is Locke considered to be the great fount of ideas for the American Revolution?

E. Map Studies

(Chapter III)

1. Study the world map on pp. 852-3 in the text. Can you indicate the principal voyages and explorations to the East and America described in the text? Can you describe the division of the globe between the Spanish and the Portuguese as arbitrated by the Pope?

a. Be able to locate the following places:

(1) Suez
(2) Red Sea
(3) Beirut
(4) Malabar Coast
(5) Goa
(6) Persian Gulf
(7) Malacca
(8) Spice Islands
(9) Mecca
(10) Japan
(11) India
(12) Lisbon
(13) West Indies
(14) Mexico
(15) Peru
(16) Philippine Islands
(17) Indian Ocean
(18) Brazil
(19) Lima
(20) Antwerp
(21) Iberia

2. By studying the maps on p. 275 in the text, compare the extent of European geographical knowledge in 1492 and in 1523.

3. Based upon the map on pages 66-7 in your text, on an outline map of Europe (a) indicate the Hapsburg Empire about 1526 (b) show the division of Charles V's empire in 1556 between the Spanish and Austrian Hapsburgs.

What other territories did Philip II rule outside Europe? In Europe after 1580?

a. Be able to locate each of the following places:

(1) Tunis
(2) Augsburg
(3) Madrid
(4) Toledo
(5) Castile
(6) Vienna
(7) Low countries
(8) Luxemburg
(9) Amsterdam
(10) Brussels
(11) Ghent
(12) Bruges
(13) Cadiz
(14) Scotland
(15) Scheldt River
(16) Seville

4. On an outline map of Europe draw the boundaries of the major European states after the Peace of Westphalia as indicated on the map on pp. 128-9 in your text.

a. Be able to locate each of the following places:

(1) Holy Roman Empire
(2) Belgium
(3) Lorraine
(4) Burgundy
(5) Switzerland
(6) Bohemia
(7) Austria
(8) Hungary
(9) Baltic Sea
(10) Cologne
(11) Palatinate
(12) Bavaria
(13) Rhine River
(14) Denmark
(15) Sweden
(16) Transylvania
(17) Holstein
(18) Saxony
(19) Franche-Comte
(20) Pyrenees Mts.
(21) Westphalia
(22) Bremen
(23) Pomerania
(24) Oder River
(25) Elbe River

(Chapter IV)

1. Study the map on p. 169 in your text and the accompanying caption.

   a. On an outline map of Europe and the Americas show the major territorial changes made by the Treaty of Utrecht.

   Identify:

   (a) the territories belonging to the Spanish crown in 1701

   (b) the territories that stayed with Spain under Philip V

   (c) the territories that went to the Austrian Hapsburgs

   (d) the territories that went to Britain from Spain and from France.

   b. Be able to locate the following places:

   (1) Alsace
   (2) Lorraine
   (3) Syasburg
   (4) Brandenburg
   (5) Rhineland
   (6) Danube River
   (7) Vienna
   (8) Austria
   (9) Nantes
   (10) Versailles
   (11) Gibraltar
   (12) Savoy
   (13) Barcelona
   (14) Newfoundland
   (15) Nova Scotia
   (16) Hudson Bay
   (17) Prussia
   (18) Panama

(Chapter V)

1. Referring to the map on page 175 and to the textual content on page 177 in your text, on an appropriate outline map indicate:

   (a) The boundaries about 1660 of the Holy Roman Empire, the Republic of Poland, and the Ottoman Empire

   (b) The boundaries of the three "new states"—Austria, Prussia and Russia as they developed by 1795

   (c) The "Elbe-Trieste line"

   (d) Be able to locate each of the following places:

      (1) Westphalia
      (2) Poland
      (3) Prussia
      (4) Austria
      (5) Holy Roman Empire
      (6) Balkans
      (7) Adriatic Sea
      (8) Elbe River
      (9) Moscow
      (10) Vienna
      (11) Black Sea
      (12) Ottoman Empire
      (13) Baltic Sea
      (14) Lithuania
      (15) Vistula River
      (16) Albania
      (17) Transylvania
      (18) Wallachia
      (19) Moldavia
      (20) Marseilles

2. Study the map on page 188, "The Growth of the Austrian Monarchy," and the accompanying caption. What might be considered the nucleus of the empire? What were its boundaries in 1526? What was added in 1699? In 1713? By the first partition of Poland in 1772?

   a. Be able to locate each of the following places:

      (1) Tyrol
      (2) Styria
      (3) Corinthia
      (4) Bohemia
      (5) Moravia
      (6) Silesia
      (7) Hungary
      (8) Croatia
      (9) Vienna
      (10) Venice
      (11) Poland
      (12) Savoy
      (13) Trieste
      (14) Milan

3. Study the map on pp. 198-9, "The Growth of Prussia," and the accompanying caption. What general observations may be made about the growth of Prussia since 1417? What territorial changes took place between 1417 and 1688? Of what significance was Frederick II's conquest

of Silesia? What general observations can be made about the growth of Prussia before and after 1815?

a. Be able to locate each of the following places:

(1) Prussia
(2) Sweden
(3) Baltic Sea
(4) Pomerania
(5) Stettin
(6) East Prussia
(7) Lithuania
(8) Latvia
(9) Saxony
(10) Estonia
(11) Silesia
(12) Königsberg

4. Study the map on p. 213, "The Growth of Russia in the West". What general observations can you make about the westward expansion of Russia since 1462? Compare Muscovy in 1462 (a) with Russia at the beginning of Peter the Great's reign (b) with Russia at the end of Peter the Great's reign.

a. Be able to locate each of the following:

(1) Muscovy
(2) Moscow
(3) Black Sea
(4) Baltic Sea
(5) White Russia
(6) Ukrania
(7) Volga River
(8) Siberia
(9) Kiev
(10) Archangel
(11) Caspian Sea
(12) Persia
(13) Caucasus
(14) Finland
(15) St. Petersburg

5. Study the map on p. 221 and the accompanying caption. What general observations may be made about Poland and the Polish boundaries since the eighteenth century? What observations may be made about Poland after World War II? On the basis of the languages map discuss the statement "Russia, even in the third partition, reached only to the true ethnic border of Poland." What territories were gained in each of the three partitions of Poland by Russia, Austria, and Prussia?

(Chapter VI)

1. Study the maps on pp. 169 and 257 and explain the part played by each of the following in the global economy of the eighteenth century: Africa, East Indies, India, China, West Indies, the Baltic.

2. Study the map on p. 257, "The World in 1763". What did the British gain by the peace settlement of 1763? What overseas territories did the French retain? What were the principal territorial changes in Europe? What general observations may be made about the peace settlement?

   a. Be able to locate each of the following places:

      (1) Silesia
      (2) Austria
      (3) Prussia
      (4) Hanover
      (5) Bavaria
      (6) Saxony
      (7) Belgium
      (8) Hungary
      (9) Vienna
      (10) Holland
      (11) Cape Breton Island
      (12) Aix-la-Chappelle
      (13) Caribbean Sea
      (14) Madras
      (15) Bohemia
      (16) Elbe River
      (17) West Indies
      (18) Canton
      (19) St. Helena
      (20) Ascension Island
      (21) Madagascar
      (22) Cape of Good Hope
      (23) Jamaica
      (24) Barbados
      (25) Gulf of St. Lawrence
      (26) Quebec
      (27) Hyderabad
      (28) Delhi
      (29) London
      (30) Paris
      (31) Bengal
      (32) Calcutta
      (33) Singapore
      (34) Ceylon

(Chapter VII)

1. Study the maps on p. 275, "The Growth of Geographical Knowledge". What do the four panels reveal about advances in geographical knowledge from the sixteenth to the nineteenth century?

(Chapter VIII)

1. Study the map on p. 213, "The Growth of Russia in the West" and indicate the geographical boundaries of Russia before and after the reign of Catherine the Great.

2. Study the map on p. 221, "Poland since the Eighteenth Century". Describe the territory gained by Russia in each of the three partitions of Poland.

F. Identifications

1. Akbar
2. d'Alembert
3. Alencon, Duke of
4. Alexander I
5. Alva, Duke of
6. Anna of Russia
7. Anne, Queen of England
8. Augustus III
9. Aurangzeb
10. Bacon, Francis
11. Bayle, Pierre
12. Beccaria, Marquis di
13. Dekker, Balthasar
14. Bernard of Saxe-Weimar
15. Berthier, Marshal
16. Bodin, Jean
17. Boettcher, Johann
18. Bolingbroke, Viscount
19. Bossuet, Bishop
20. Boyle, Robert
21. Braddock, General
22. Brissot
23. Burke, Edmund
24. Calas, Jean
25. Catherine I
26. Catherine II
27. Cervantes
28. Chancellor, Richard
29. Charles I
30. Charles II of England
31. Charles II of Spain
32. Charles VI
33. Charles VII
34. Charles IX
35. Charles, Prince
36. Chippendale, Thomas
37. Choiseul, Duke of
38. Christina
39. Clive, Robert
40. Colbert, J. B.
41. Coligny, Gaspard de
42. Columbus, Christopher
43. Condorcet, Marquis de
44. Corneille
45. Cromwell, Oliver
46. Defoe, Daniel
47. Descartes, Rene
48. Diderot
49. Drake, Sir Francis
50. Du Cange
51. Dupleix
52. Du Pont de Nemours
53. El Greco
54. Eugene of Savoy, Prince
55. Farnese, Elizabeth
56. Ferdinand I
57. Ferdinand II
58. Fleury, Cardinal
59. Fontenelle
60. Francis I
61. Francis II
62. Franklin, Benjamin
63. Frederick, William
64. Frederick, William I
65. Frederick II
66. Galileo
67. Gama, Vasco da
68. George I
69. George III
70. Gibbon, Edward
71. Gregory XIII
72. Grotius, Hugo
73. Gustavus, Adolphus II
74. Halley, Edmund
75. Hals, Frans
76. Hampden, John
77. Harvey, William
78. Hastings, Warren
79. Henry III
80. Henry IV
81. Hume, David
82. Huygens, Christian
83. Ivan III
84. Ivan IV

F. Identifications (con't.)

85. Ivan VI
86. James I
87. James II
88. James, Stuart
89. Jefferson, Thomas
90. Johnson, Samuel
91. Joseph II
92. Jourdan, Marshal
93. Juan, Don
94. Kaunitz, Prince
95. Kepler, John
96. Kosciusko, Thaddeus
97. Laborde, Jean-Joseph
98. Lafayette, Marquis de
99. LaFontaine
100. LaRochefoucauld, Duke of
101. LaRouchefoucauld, Liancourt, Duke of
102. Law, John
103. Leeuwenhoek
104. Liebnitz
105. Leopold I
106. Leopold II
107. Levasseur, Therese
108. Locke, John
109. Lorrain, Claude
110. Louis XIII
111. Louis XIV
112. Louis XV
113. Louis XVI
114. Mabillon, Jean
115. Malpighi
116. Maria Theresa
117. Marie Antoinette
118. Marlborough, Duke of
119. Mary II
120. Mary, Queen of Scots
121. Maupeou
122. Mazarin, Cardinal
123. Medicis, Catherine de
124. Medicis, Marie de
125. Milton John
126. Moliere
127. Montaigne
128. Montesquieu
129. Muratori
130. Murillo
131. Napier, John
132. Newcomen, Thomas
133. Newton, Isaac
134. Norfolk, Duke of
135. North, Lord
136. Orleans, Duke of
137. Oxenstierna
138. Parma, Prince of
139. Pascal, Blaise
140. Paterson, William
141. Peter I
142. Peter II
143. Peter III
144. Philip V
145. Pitt, Thomas
146. Pitt, William (Elder)
147. Pitt, William (Younger)
148. Pompadour, Mme.
149. Poniatowski, Stanislas
150. Potemkin
151. Poussin
152. Pufendorf, Samuel
153. Pugachev
154. Quesnay
155. Racine
156. Rakoczy, Francis
157. Razin, Stephen
158. Rembrandt
159. Richelieu, Cardinal
160. Rohan, Duke of
161. Romanov, Mikhail
162. Rousseau, J. J.
163. Saint-Simon, Duke of
164. Shakespeare
165. Shah Jahan
166. Simon, Richard
167. Sobieski, John

168. Spinoza, Baruch
169. Suarez
170. Suleiman the Magnificent
171. Surajah Dowlah
172. Terray, Abbe
173. Turgot
174. Vega, Lope de
175. Velasquez
176. Vermeer, Jan
177. Versalius
178. Voltaire
179. Wallenstein
180. Walpole, Robert
181. Warburton, Bishop
182. Wenceslas, Saint
183. William III
184. William the Silent
185. Xavier, St. Francis
186. Zubov, Planton

G. Visual Aids

1.		Age of Discovery	(10 min.)	B.V.E.F.S.	
2.	5-0-1	The Birth of Our Freedom		B.V.E.M.	
3.	17 F 1	Colonial Freedoms		B.V.E.F.S.	C
4.		Colonial Expansion	(11 min.)	B.V.E.M.	
5.	17 F 2	Colonial Freedoms Are Threatened		B.V.E.F.S.	
6.	17 F 1	Colonists Are Freedom Loving		B.V.E.F.S.	
7.		Declaration of Independence	(22 min.)	B.V.E.M.	
8.	1 P 6	English Colonies in North America		B.V.E.F.S.	
9.		English History: Tudor Period	(10 min.)	B.V.E.M.	
10.		English Influences in the United States	(10 min.)	B.V.E.M.	
11.		Exploration of Prince Henry	(13 min.)	B.V.E.M.	
12.	6 H	Heritage of the Maya		B.V.E.F.S.	C
13.	1 P 7	Patriots and Minute Men		B.V.E.F.S.	
14.	1 P 4	Rise and Fall of New France		B.V.E.F.S.	
15.		Sir Francis Drake	(29 min.)	B.V.E.M.	
16.	1 P 3	Spain Establishes a Great Empire		B.V.E.F.S.	
17.	1 P 1	Story of the American Indian		S.D.F.S.	
18.	1 P 8	Thirteen Colonies Win Independence		S.D.F.S.	

UNIT V

The Era of Revolutions

(40 days)

- A. Text—Chapters IX, X, XI, XII
- B. Major Topics
  - 1. The French Revolution
    - a. Background (pp. 333-36)
      - (1) Old Regime: The Three Estates
      - (2) Agrarian system
      - (3) Financial crisis
    - b. Early stages (pp. 337-350)
      - (1) Work of the National Assembly
      - (2) Violence
      - (3) New economic policies
      - (4) The quarrel with the Church
    - c. Relations with Europe (pp. 351-369)
      - (1) Reactions of European monarchies
      - (2) Reactions to interference by the revolutionists
        - (a) The Emergency Republic
        - (b) The National Convention
        - (c) The Reign of Terror
    - d. The Thermidorian Reaction
      - (1) The First French Republic
      - (2) The Directory
  - 2. The Napoleonic Era (pp. 370-375)
    - a. The Coup D'Etat of 1799
    - b. The Consulate 1799-1804
      - (1) Organization of government
      - (2) The settlement with the Church
      - (3) Reforms

(Chapter X)

      - (4) Foundation of French Continental System (pp. 377-387)
        - (a) European conquests
        - (b) Defeat of the 1st, 2nd, and 3rd Coalitions
    - c. The Empire (pp. 388-420)
      - (1) Organization

- (2) Spread of the Revolution
- (3) European opposition
  - (a) British blockade
  - (b) German resistance
  - (c) Russian Campaign
  - (d) Napoleon's exile
  - (e) The Congress of Vienna
  - (f) The Hundred Days
  - (g) The Battle of Waterloo
- (4) Metternich's Concert of Europe

(Chapter XI)

3. The Industrial and Agricultural Revolutions (pp.) 421-429
   - a. Social consequences
   - b. "Laissez faire" economics
4. Rise of "Isms" (pp. 430-442, 495-502)
   - a. Romanticism
   - b. Classical liberalism
   - c. Radicalism
   - d. Republicanism
   - e. Socialism
   - f. Nationalism
   - g. Unionism
   - h. Chartism
   - i. Marxism
5. Reaction (pp. 443-453)
   - a. In France, Poland, the German states, Britain
   - b. Congress of Aix-La Chapelle
   - c. Revolutions of 1820
   - d. In Spain, Spanish America, Near East
   - e. End of Congress System
   - f. Decembrist revolt in Russia
6. Revolutions of 1830-32 (pp. 454-463)
7. Reforms in Great Britain (pp. 464-468)

(Chapter XII)

8. Revolutions of 1848 (pp. 469-495, 502-507)
   - a. In France: The rise of Louis Napoleon
   - b. In the Austrian Empire and Italian states: The Counter Revolution

c. In the German states
    (1) In Prussia: Constitution of 1850
    (2) The Frankfurt Assembly
d. Consequences
e. The Second French Empire

C. **Readings**

(Chapter IX)

1. Berkshire Series—*The French Revolution, 1789-1799*
2. Brinton, et al., Vol. II, pp. 97-121
3. Ergang, pp. 616-696
4. Ferguson and Bruun, pp. 601-622
5. Hayes, *Modern*, pp. 482-533
6. Mendenhall, et al., *Select*, pp. 173-200
7. Problems in European Civilization—*The Economic Origins of the French Revolution*—"Heath Series"
8. Schevill, pp. 387-424
9. Setton and Winkler, pp. 370-399
10. Stearns, pp. 372-404

(Chapter X)

1. Baumer, pp. 460-466
2. Brinton, et al., Vol. II, pp. 122-152; 143-155-159
3. Ergang, pp. 696-725
4. Ferguson and Bruun, pp. 623-648
5. Hall and Davis, pp. 21-39
6. Hayes, *Modern*, pp. 534-579
7. Nicolson, pp. 3-256
8. Schevill, pp. 425-453
9. Scott and Baltzly, pp. 3-12
10. Setton and Winkler, pp. 399-411
11. Stearns, pp. 405-448
12. Zebel, pp. 3-12

(Chapter XI)

1. Baumer, pp. 466-571
2. Berkshire Series, *Age of Metternich*
3. Brinton, et al., pp. 6-14, 145-155, 162-172, 187-210
4. Ergang, pp. 556-581
5. Ferguson and Bruun, pp. 651-678
6. Hall and David, pp. 1-20, 40-76, 126-137
7. Hayes, *Contemporary*, pp. 3-39

8. Hayes, *Modern,* pp. 583-663
9. Mendenhall, et al., *Select,* pp. 201-217
10. Nicolson, pp. 257-274
11. *Problems in European Civilization, The Industrial Revolution—In Britain*
12. Schevill, pp. 453-523
13. Scott and Baltzly, pp. 13-143, 268-289
14. Setton and Winkler, pp. 412-448
15. Stearns, pp. 457-508
16. Zebel, pp. 12-18, 137-144

(Chapter XII)

1. Berkshire Series, *Age of Metternich*
2. Brinton, et al., pp. 172-184, 210-219, 238-244
3. Ferguson and Bruun, pp. 679-694
4. Hall and David, pp. 77-125, 138-152
5. Hayes, *Modern,* pp. 663-732
6. Mendenhall, et al., *Select,* pp. 217-234
7. *Problems in European Civilization, 1848 — A Turning Point*
8. Schevill, pp. 469-488, 524-530
9. Scott and Baltzly—pp. 144-172
10. Setton and Winkler, pp. 449-471, 480-488
11. Stearns, pp. 449-456, 504-509, 545-559
12. Zebel, pp. 18-19, 190-213

D. Suggested Areas of Exploration

(Chapter IX)

1. What role did a rising aristocracy and a rising bourgeoisie play in bringing about the Revolution?
2. How much of a factor was the financial collapse of the government in precipitating the French Revolution?
3. How much legal authority did the body of men who took the Tennis Court Oath have to assume sovereign power?
4. Why did the King, in the dispute raging between nobles and commons, choose the nobles, although it was traditional for the King to oppose feudalism?
5. Why did the peasants desire to destroy the manorial system?
6. What did the Declaration of Rights of Man and Citizen affirm?

7. What effect did the Revolution have on the thinking of the people in Europe?
8. What was the famous *if* on which the Declaration of Pillnitz rested?
9. Why did the Girondists favor international revolution?
10. When war came, why did the people come to the aid of the revolution but not the revolutionary government?
11. What was the purpose of the convention which Robespierre helped to organize?
12. Why did the French people first support and then turn against the "Reign of Terror"?
13. Which class was triumphant after Thermidor?
14. Who were the enemies of the Directory on both the right and the left?
15. Why did Bonaparte seem to be the answer to many?
16. After 1799, while no longer revolutionary at home, why was France revolutionary outside its borders?

(Chapter X)

1. Why may the Treaty of Tilsit be considered the high point of Napoleon's success?
2. Why did Napoleon believe in the unity of European civilization?
3. Would you agree with Napoleon that he was a great reformer and a man of the Enlightenment?
4. Against whom was the national awakening in Germany directed?
5. Why did the Allies begin to fear and distrust each other as they came closer to defeating Napoleon?
6. What were the weak and strong points of the Peace of Vienna?
7. In what ways was the United States affected by the developments of the Napoleonic period?

(Chapter XI)

1. What is meant by the term the Industrial Revolution? In what respects is it a continuing movement?
2. What conditions made it possible for England to initiate the machine age?
3. How were the working people in England affected by the Industrial Revolution?
4. What were the effects of the combined forces of industrialization and the French Revolution after 1815?

5. Describe the political forces which after 1815 were driving Europe toward a future still unknown.
6. How did the right and the left regard each other during the Metternich era?
7. Why did the Congress of Vienna fail to make progress after 1815 toward establishing an international order?
8. What effect did 1830 have on the future of liberalism?
9. What gains did the working man receive from the revolution of 1830?

(Chapter XII)

1. Was the revolution of 1848 a failure?
2. Why is the failure to produce a democratic Germany one of the overshadowing facts of modern times?
3. Why did the revolution come too late for Germany?
4. What unintended consequences of the revolution of 1848 were among the most far-reaching?
5. Why may Louis Napoleon be considered as an omen of the 1920's and the 1930's?

E. Map Studies

(Chapter IX)

1. Study the map on p. 368, "The French Republic and Its Satellites." What direct annexations had the Republic made? List the chief satellite republics. What did the Treaty of Campo Formio provide with respect to the German states?

(Chapter X)

1. On the basis of the maps on pp. 304-5 and 390-1, indicate on an outline map of Europe the boundaries of France in 1792. On the same map show at the height of Napoleon's power about 1810 the boundaries of (a) The French Empire, (b) The Grand Empire and its constituent parts, (c) the states allied with Napoleon. Indicate also the location of the most important battles of the Napoleonic era.
2. Using the map on pp. 304-5 and 414-15 as guides, on an outline map of Europe, show the European boundaries set by the Congress of Vienna in 1815. How do they compare with the boundaries in 1792.

3. Study the maps on pp. 199, 213 and 221: (a) What was meant by the Polish-Saxon question at the Congress of Vienna and (b) what effect did the peace settlement of 1815 have upon the boundaries of both Prussia and Russia?

   a. Be able to locate each of the following places:

      (1) Turkey
      (2) Spain
      (3) Danube River
      (4) Finland
      (5) Poland
      (6) St. Petersburg
      (7) Rhine Confederation
      (8) Moscow
      (9) Borodino
      (10) Pyrenees Mts.
      (11) Leipzig
      (12) Rhine River
      (13) Frankfurt
      (14) Belgium
      (15) Elba
      (16) Balkans
      (17) Caucasus
      (18) Malta
      (19) Vienna
      (20) Low Countries
      (21) Sardinia
      (22) Warsaw
      (23) Saxony
      (24) Waterloo
      (25) St. Helena

(Chapter XII)

1. Study the map of Europe on pp. 414-15 and the map of the German question on p. 523. How did the delegates at the Frankfurt Assembly differ over the boundaries of the Germans they wished to unify? Explain the positions taken by the Great Germans and the Little Germans. What proposal was finally agreed upon?

   a. Be able to locate each of the following places:

      (1) Frankfurt
      (2) Main River
      (3) Rhineland
      (4) Berlin
      (5) Vienna
      (6) Prussia
      (7) Austria
      (8) Elbe River
      (9) Bohemia
      (10) East Prussia
      (11) Baltic
      (12) Riga
      (13) Zurich
      (14) Posen
      (15) Schleswig
      (16) Holstein
      (17) Denmark
      (18) Transylvania

F. Identifications

1. Arkwright, Richard
2. Arndt, Moritz
3. Artoix, Count of
4. Ashley, Lord
5. Augereau, Pierre
6. Babeuf, "Gracchus"
7. Bakunin, Michael
8. Beauharnais, Eugene de
9. Bentham, Jeremy
10. Blanc, Louis
11. Bolivar, Simon
12. Bonaparte, Jerome
13. Bonaparte, Joseph
14. Bonaparte, Louis
15. Boulton, Matthew
16. Brienne, Lomenie de
17. Bright, John
18. Calonne
19. Cambaceres, J. J.
20. Canning, George
21. Carnot, Lazare
22. Casimir-Perier
23. Castlereagh, Lord
24. Cavaignac, General
25. Charles IV
26. Charles X
27. Charles Albert
28. Clootz, "Anacharsis" de
29. Couthon
30. Cunard, Samuel
31. [illegible]zartoryski
32. Danton
33. Elizabeth, Tsarina
34. Engels, Frederick
35. Eugenie, Empress
36. Ferdinand I
37. Ferdinand VII
38. Fichte, J. G.
39. Fouche
40. Fourier, Charles
41. Fox, Charles
42. Francis II
43. Francis Joseph
44. Frederick William III
45. Frederick William IV
46. Fulton, Robert
47. Gneisenau
48. Goldsmith, Oliver
49. Grimm, Baron
50. Grimm, brothers
51. Guizot
52. Gustavus Adolphus III
53. Hamilton, Alexander
54. Hegel
55. Herder, J. G. von
56. Hobbes, Thomas
57. Hugo, Victor
58. Ivan IV
59. James, Ernest
60. John, "Father"
61. Josephine, Empress
62. Kant, Immanuel
63. Karojich, Vuk
64. Kay, John
65. Krudener, Baroness von
66. Laffitte, Jacques
67. Lagrange
68. La Harpe, F. S.
69. Lamarck
70. Lamartine
71. Lazar, George
72. Lebrun, C. F.
73. Leopold I
74. List, Frederich
75. Louis XVII
76. Louis XVIII
77. Louis-Philippe
78. Macaulay, T. B.
79. Mahan, Admiral
80. Malthus
81. Marat
82. Marie Louise
83. Marx, Karl
84. Mazzini, Joseph

85. Metternich, Prince
86. Mickiewicz, Adam
87. Miranda, Francisco de
88. Murat, Joachim
89. Napoleon I
90. Napoleon III
91. Necker, Jacques
92. Nelson, Lord
93. Nicholas I
94. O'Higgins, Bernardo
95. Owen, Robert
96. Paine, Thomas
97. Palacky, Francis
98. Palmerston, Lord
99. Paul, Tsar
100. Peel, Robert (the Elder)
101. Peel, Robert (the Younger)
102. Pius VII
103. Pius IX
104. Podstacky, Count
105. Price, Richard
106. Radetsky, Marshal
107. Radishchev
108. Ranke, Leopold von
109. Ricardo, David
110. Robespierre, Maximilian
111. Roland, Mme.
112. Saint-Just, de
113. Saint-Simon, Comte de
114. San Martin, Jose de
115. Say, J. B.
116. Scharnhorst, General von
117. Schopenhauer, Arthur
118. Schwarzenberg, Prince
119. Sieyes, Abbé
120. Smith, Adam
121. Stein, Baron
122. Suvorov, Marshal
123. Talleyrand
124. Thiers, Adolphe
125. Tocqueville, Alexis de
126. Watt, James (the Elder)
127. Watt, James (the Younger)
128. Wellington, Duke of
129. Whitney, Eli
130. Windisch-Graetz
131. Wordsworth, William

G. Visual Aids

1. House of Rothschild (33 min.) B.V.E.M.
2. Impressionism (7 min.) B.V.E.M. C
3. Meaning of the Industrial Revolution (10 min.) B.V.E.M.
4. 33 C 3 Modernism (Art) B.V.E.F.S.
5. 33 C 4 Realism B.V.E.F.S.
6. 33 C 5 Romanticism B.V.E.F.S.

Second Semester

UNIT VI *

Nationalism and Democracy

(20 days)

A. **Text, Chapters XIII, XIV**

B. **Major Topics**

(Chapter XIII)

1. Backgrounds: The Idea of the Nation-State (pp. 508-512)
2. Cavour and the Italian War of 1859: Italian Unity (pp. 513-517)
   - a. Italian Nationalism: Cavour's program
   - b. Completion of Italian unity
   - c. Problems after Unification
3. Bismarck: The Founding of a German Empire (pp. 518-529)
   - a. German states after 1848
   - b. Prussia in the 1860's: Bismarck
   - c. North German Confederation
   - d. Franco-Prussian War
   - e. German Empire
4. The Dual Monarchy of Austria Hungary (pp. 530-533)
   - a. The Hapsburg Empire after 1848
   - b. The Compromise of 1867
5. Liberalization in Tsarist Russia: Alexander II (pp. 534-538)
   - a. Tsarist Russia after 1856
   - b. Emancipation Act of 1861 and other Reforms
   - c. Revolutionism in Russia
6. The United States: The Civil War (pp. 539-544)

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* Students should be asked to select, before the end of the first week of this semester, their period of concentration for the Advanced Placement Examination (see pp. 1-3) and assigned several short papers relating to that period.

7. The Founding of the Dominion of Canada (pp. 545-547)
8. The Opening and Westernization of Japan (pp. 548-554)

(Chapter XIV)

9. Europe as it existed in 1871 (pp. 555-566)
10. The World Economy of the 19th century (pp. 567-576)
11. Democracy's development (pp. 577-588)
    a. France: The Third Republic
    b. Great Britain
        (1) Reforms
        (2) Political liberalism
        (3) The Irish question
    c. Germany
    d. Elsewhere
12. Socialism and labor unions (pp. 589-595)
13. Developments in science, philosophy, the arts, and religion (pp. 596-606)
14. The new liberalism (pp. 607-612)

C. Readings

(Chapter XIII)

1. Berkshire Series—*Imperial Russia, 1801-1917* and *The British Empire and Commonwealth*
2. Brinton et al, Vol. II, pp. 224-238, 249-305
3. Ferguson and Bruun, pp. 695-736
4. Hall and Davis, pp. 153-211, 225-234, 375-389
5. Hayes, *Modern*, pp. 356-365, 733-772
6. Schevill, pp. 530-552, 609-614
7. Scott and Baltzly, pp. 228-267, 289-303
8. Setton, pp. 471-480
9. Stearns, pp. 570-617, 652-678
10. Zebel, pp. 19-33, 239-250

(Chapter XIV)

1. Berkshire Series — *The British Commonwealth and Empire*
2. Brinton et al., Vol. II, pp. 244-249, 313-340
3. Ferguson and Bruun, pp. 739-767
4. Hall and Davis, pp. 212-224, 235-356
5. Hayes, *Contemporary*, pp. 40-165

6. Mendenhall et al., pp. 234-246
7. Schevill, pp. 553-603, 641-686
8. Scott and Baltzly, pp. 173-227, 304-329
9. Stearns, pp. 509-544, 559-569
10. Zebel, pp. 34-107, 144-172, 213-236

D. Suggested Areas of Exploration

(Chapter XIII)

1. In what respect was 19th century nationalism a kind of secular faith?
2. Describe the way in which the history of Europe, long inter-connected with that of the rest of the world, became merged with it entirely by the early 20th century?
3. How in the late 19th century did the history of the United States reflect that of the European world?
4. Describe the Canadian idea which was applied to the world-wide problem of colonialism.
5. In what way had the Europeans, in opening Japan, opened up more than they had anticipated?
6. For what aspects of Western civilization did other peoples feel a need and which they hoped to fill without losing their own spiritual independence?
7. Which aspects of Western civilization became the common ground for the interdependent world-wide civilization that emerged at the close of the 19th century?
8. Between 1850 and 1870, the revolutionized world had become an arena in which certain mighty beings, called nations or powers, were to act. Comment.

(Chapter XIV)

9. Would you agree that the essence of civilized life doubtless exists in the intangibles? Are these intangibles always agreed upon by persons or different cultures or ideologies?
10. Why was it possible in the 19th century economy for so few people to exercise so much economic power?
11. Before 1914, why did it seem that liberal, constitutional, and democratic government must some day emerge everywhere?
12. In the half century preceding World War I, what role had natural science played in developing an unqualified faith in the future of mankind?

13. Why, after 1860, was religion more threatened than ever before in the past?
14. What was the basic principle of the classical liberal?
15. How did France and other nations show that man's approach to problems is not always rational?
16. How did the lack of rationalism affect the attitudes of parties or nations with conflicting interests?
17. Contrast the views of the old and new liberals.

E. Map Studies

(Chapter XIII)

1. Based upon the maps beginning on pp. 415 and 515 in your text, show on an outline map of Europe the separate political divisions of Italy in 1815 before unification. On the same map indicate the year in which each of these states became part of united Italy.
2. Using the same outline map as above and with maps on p. 523, 528-9, and 199 as a basis, (a) show the boundaries of the German Empire at the creation in 1871, (b) indicate the stages or dates by which the major states became part of the Empire, (c) shade the areas forming the Kingdom in Prussia in 1871.
3. Compare the map of Europe in 1871 (pp. 414-415) with that of 1923 (pp. 700-1). Explain this statement: "The map of Europe from 1871 to 1918 was the simplest it has ever been before or since."
4. Study the map on page 515, "Nation Building". What developments were taking place in the four areas shown?

(Chapter XIV)

1. On an outline map of Europe, draw the boundary lines dividing the inner and outer zones of Europe in the years 1871-1914 as they are described on pages 557-8 in your text.

F. Identifications

1. Alexander II
2. Alexander III
3. Applegarth, Robert
4. Asquith, Herbert
5. Axelrod, Paul
6. Barth, Karl
7. Benedetti
8. Bernstein, Edward
9. Bevin, Ernest
10. Bismarck, Otto von
11. Boulanger, General
12. Brousse, Paul

13. Bryan, William Jennings
14. Carnegie, Andrew
15. Cavour, Camillo di
16. Chamberlain, Joseph
17. Darwin, Charles
18. Disraeli, Benjamin
19. Dreyfus, Alfred
20. Durham, Earl of
21. Einstein, Albert
22. Frazer, Sir James
23. Frederick III
24. Freud, Sigmund
25. Garibaldi, Guiseppe
26. Gauguin, Paul
27. Guesde, Jules
28. Haeckel, Ernst
29. Herzen, Alexander
30. Huxley, T. H.
31. Hyndman, H. M.
32. Jaures, Jean
33. Jevons, Stanley
34. Kautsky, Karl
35. Lassalle, Ferdinand
36. Lenin, V. S.
37. Leopold, Prince
38. Lincoln, Abraham
39. Lloyd George, David
40. MacMahon, Marshall
41. Millerand, Alexandre
42. Moltke, Helmuth von (The Elder)
43. Morgan, J. P.
44. Mutsuhito
45. Niebuhr, Reinhold
46. Nietzsche, Friedrich
47. Nightingale, Florence
48. Orsini
49. Pavlov, Ivan P.
50. Perry, Commodore
51. Pius X
52. Plekhanov
53. Renan, Ernest
54. Roon, Count von
55. Roosevelt, Theodore
56. Rothschild family
57. Shaw, G. B.
58. Sorel, Georges
59. Spencer, Herbert
60. Strauss, David
61. Taylor, Isaac
62. Victor Emmanuel II
63. Wells, H. G.
64. William II
65. Wundt, Wilhelm
66. Zinoviev, Gregory

G. Visual Aids

None recommended for this unit.

UNIT VII

Modern Imperialism and Its Consequences

(50 days)

A. Text, Chapters XV, XVI, XVII, XVIII, XIX and XX

B. Major Topics

(Chapter XV)

1. The nature and causes of imperialism (pp. 613-659)
2. Evidence of the *American* imperialism
3. The Ottoman Empire in the latter part of the 19th century
4. The Partition of Africa
5. Dutch, British and Russian imperialism in Asia
6. Imperialism in China
7. The Russo-Japanese War
8. International Anarchy
   - a. Rival alliances
   - b. Crises in Morocco and the Balkans
   - c. The Sarajevo Crisis

(Chapter XVI)

9. World War I (pp. 660-703)
   - a. The Battle of the Marne
   - b. Trench warfare
   - c. Naval warfare, 1915-1916
   - d. Diplomatic maneuvers, 1915-16
   - e. Military campaigns, 1916
   - f. Withdrawal of Russia and the Treaty of Brest-Litovsk
   - g. United States entry
   - h. Final phase of the war
   - i. The collapse of the Austrian and German Empires
   - j. Economic and social aspects of the war
   - k. The Peace of Paris, 1919

(Chapter XVII)

10. The Russian Revolution
    - a. Backgrounds
    - b. Revolution of 1905
    - c. Revolutions of 1917

3

- d. The formation of the Union of Soviet Socialist Republics
- e. Stalin's Five-Year Plans and his purge
- f. International impact of Communism

(Chapter XVIII)

11. Democratic gains after 1919 (pp. 752-784)
12. The German Republic
13. The Locarno Treaties
14. Asiatic unrest
    - a. Turkey: Kemal Ataturk
    - b. India: Gandhi and Nehru
    - c. China: Sun Yat-sen and Chiang Kai-Shek
    - d. Japan: Militarism and aggression

(Chapter XIX)

15. The Great Depression (785-826)
    - a. In the United States
    - b. In Britain and the British Commonwealth
    - c. In France
16. Totalitarianism
    - a. Italy
    - b. Germany
17. Pacifism and disunity in the West
18. Nazi and Fascist Aggression
19. The Spanish Civil War
20. The Munich Crisis
21. The attack on Poland

(Chapter XX)

22. World War II (827-877)
    - a. Years of Axis victory
    - b. Final Western victory
23. Postwar transformation in Europe and Asia
24. Democracy in the United States, Britain and France
25. Democracy in Italy, Germany, and Japan
26. Clash between democracy and communism

C. Readings

(Chapter XV)

1. Berkshire Series—*The British Empire and the Commonwealth*

2. Brinton et al—Vol. II, pp. 343-371
3. Ferguson and Bruun, pp. 768-792
4. Hall and Davis, pp. 390-487
5. Hayes, *Contemporary,* pp. 173-340
6. Schevill, pp. 604-609, 614-623, 627-640
7. Scott and Baltzly, pp. 352-395, 430-468
8. Setton and Winkler, pp. 489-528
9. Stearns, pp. 635-651, 674-697
10. Zebel, pp. 115-136, 176-189, 261-294

(Chapter XVI)

1. Brinton et al, Vol. II, pp. 375-414
2. Ferguson and Bruun, pp. 793-831
3. Hayes, *Contemporary,* pp. 359-455
4. Hall and Davis, pp. 488-582
5. Langsam, pp. 3-37
6. Problems in European Civilization—*The Outbreak of the First World War and the Versailles Settlement*
7. Schevill, pp. 689-738
8. Scott and Baltzly, pp. 469-563
9. Stearns, pp. 709-753
10. Zebel, pp. 251-260, 295-389, 393-422, 447-513

(Chapter XVII)

1. Berkshire Series, *Imperial Russia*
2. Brinton et al, Vol. II, pp. 305-310, 417-457
3. Ferguson and Bruun, pp. 844-851
4. Hall and Davis, pp. 357-374, 583-608
5. Hayes, *Contemporary,* pp. 165-172, 340-345, 553-569
6. Problems in European Civilization—*The Russian Revolution and the Bolshevik Victory*
7. Schevill, pp. 624-627, 760-774
8. Scott and Baltzly, pp. 343-351, 564-587, 633-662
9. Stearns, pp. 675-679, 754-788
10. Zebel, pp. 107-115, 172-176, 423-446, 737-780

(Chapter XVIII)

1. Brinton et al., Vol. II, pp. 470-483
2. Ferguson and Bruun, pp. 832-837, 881-884, 890-900
3. Hall and Davis, pp. 641-720
4. Hayes, *Contemporary,* pp. 456-550
5. Langsam, pp. 57-70

6. Schevill, pp. 627-631
7. Scott and Baltzly, pp. 587-597, 662-689
8. Stearns, pp. 799-809, 826-831, 909-912
9. Zebel, pp. 517-618, 809-831

(Chapter XIX)

1. Baumer, pp. 577-694
2. Brinton et al., Vol. II, pp. 459-470, 483-552
3. Ferguson and Bruun, pp. 837-843, 854-880, 884-932
4. Hall and Davis, pp. 609-640, 721-752
5. Hayes, *Contemporary*, pp. 569-635
6. Langsam, pp. 97-180, 203-254, 474-498
7. Mendenhall, et al., *Select*, pp. 247-271
8. Problems in European Civilization—*The Nazi Revolution*
9. Schevill, pp. 775-819, 843-854
10. Scott and Baltzly, pp. 598-633
11. Setton and Winkler, pp. 529-603
12. Stearns, pp. 821-824, 834-846, 913-943
13. Zebel, pp. 619-660, 663-736, 781-808, 832-897

(Chapter XX)

1. Brinton, et al., pp. 552-574
2. Ferguson and Bruun, pp. 933-1,005
3. Hall and Davis, pp. 753-922
4. Hayes, *Contemporary*, pp. 636-673
5. Langsam, pp. 519-566, 576-590, 669-698
6. Mendenhall, et al., *Select*, pp. 262-278
7. Schevill, pp. 855-916
8. Setton and Winkler, pp. 604-635
9. Stearns, pp. 944-960, 968-983
10. Zebel, pp. 901-992

D. Suggested Areas of Exploration

(Chapter XV)

1. In the 20th century, what ideas which they learned from Europe did non-European and subject peoples begin to assert? What effect did their position have on broadening European history into the history of the world?
2. Was imperialism totally unworthy? What major factor makes it seem so?
3. Evaluate the role of American imperialism with respect to Latin America?

4. Why are the results of imperialism in China about 1900 an excellent example of why the term "imperialism" came to be held in abomination by so many of the world's people?
5. How did the Japanese victory over Russia (1904-05) put an end to Europe's world supremacy?

(Chapter XVI)

6. Why did Europe in 1914 instead of continuing towards a higher plateau, full of benign progress and more abundant civilization stumble into disaster?
7. Comment on the statement that the alliance system was only a system of deeper trouble. Show conflict between an international economy and a national political system.
8. Describe the basic changes that European society was forced into by World War I which proved more lasting than the war itself.
9. During World War I, why was freedom of thought discarded in Europe by a society which had respected it for half a century?
10. Describe the basic ideas and objectives which Wilson desired to accomplish.
11. Why was there thought to be something sinister about peace conferences of the past?
12. Why was it felt that treaties had long been wrongly based on a politics of power and desire to maintain a balance of power?
13. To what extent did nationalism triumph at the Paris peace conference?
14. Why was the World War I a bitter victory for democracy?
15. What progress toward the solution for the basic problems of modern civilization, industrialism and nationalism, economic security and international stability was made as a result of World War I?

(Chapter XVII)

16. What sense of economic participation has the average man felt in the U.S.S.R.?
17. Why were the socialists the most hated foes of the communists?
18. In what ways has the U.S.S.R. exerted its greatest influence on the world?

19. Why were the so-called "backward" peoples, especially in Asia, particularly impressed by the achievements of the U.S.S.R.?

(Chapter XVIII)

20. Explain the following statement: from the formal close of the first World War in 1919 to the outbreak of the second World War in 1939, the world made a dizzy passage from confidence to disillusionment and from hope to fear.
21. Why is imperialism considered an aspect of capitalism in Marxist-Leninist ideology? To what extent is the U.S.S.R. itself imperialistic?
22. Why did nationalism in Asia shade off into socialism and the denunciation of capitalistic exploitation?
23. Which "ism" overshadowed all others in the post-war situation in Asia after 1919?
24. What aspects of Marxism exert a strong appeal in India?
25. Describe effects of the great depression on the spirit of the people. To what new and disturbing political ideas did the people turn?

(Chapter XIX)

26. In the 1920's, people had believed that the 20th century was realizing all those goals summed up in the idea of progress. Why did they now begin to fear that progress was a phantom?
27. Describe the nightmare of the 1930's ushered in by the great depression.
28. How did conditions accompanying the great depression affect existing political institutions?
29. Explain the term "deficit financing." Was it necessary?
30. Why could no one be neutral about Roosevelt and the New Deal?
31. How do conditions of waging modern war lead to concentration of governmental power?
32. Was totalitarianism an escape from the realities of class conflict? Why did democracies admit that they suffered from internal class problems?
33. In Nazi and Fascist ethics, why was war a noble thing and the love of peace a sign of decadence? What was the Soviet attitude toward war?

(Chapter XX)

34. Comment on the following statement: The human world has been in a grip of a cataclysm since 1914.

35. What was the attitude of the Soviet Union toward its allies during the war? What contributions did the allies make to the Soviet war effort?

36. How would you defend the agreements made by the British and American representatives at the Yalta Conference? Why have the "concessions" made to the Soviet Union there since been criticized?

37. Why did native nationalists in Asia show a willingness to accept communist leadership?

38. What was the reaction of Americans to the security program in the United States?

39. Comment on the following statement: Broadly speaking, the second World War created no wholly new problems for mankind, but it greatly aggravated certain basic problems that had troubled the world for over a century.

40. In the post-World War II period, why were scientists so embarassed, so aroused, over moral and social issues? Why had science misfired?

41. Do you agree that Americans spend more time trying to correct the lack of economic security than the Soviets do in trying to correct the lack of freedom?

42. How has the development of atomic weapons affected relations among major powers? among small nations? between major powers and small nations?

E. Map Studies

(Chapter XV)

1. Study the map on page 633, "The Dissolution of the Ottoman Empire". What successive stages may be observed in the territorial disintegration of the Ottoman Empire? What had happened to the empire by 1914? by 1923?

2. Referring to page 643 in your text, on an outline map of Africa, show the recognized holdings of the European powers by 1914. Draw arrows indicating the direction of expansionist pressure of the Germans, the French, and the British about 1898.

a. Be able to locate the following places:

(1) Mediterranean
(2) Sahara
(3) Gold Coast
(4) Ivory Coast
(5) Slave Coast
(6) Nile River
(7) Congo River
(8) Victoria Falls
(9) Zanzibar
(10) Congo Free State
(11) Ethiopia
(12) Liberia
(13) Nigeria
(14) Uganda
(15) Angola
(16) Mozambique
(17) Somaliland
(18) Eritrea
(19) Red Sea
(20) German East Africa
(21) Dakar
(22) Gulf of Aden
(23) Lake Chad
(24) Kenya
(25) Rhodesia
(26) Fashoda
(27) Cape Colony
(28) Natal
(29) Orange Free State
(30) Cape of Good Hope
(31) Libya

3. Referring to pages 650-1 in your text, on an outline map of Asia, show the expansion by 1914 of the foreign powers in Asia. What gains, territorial and non-territorial, had been made by each of the major powers by 1914?

a. Be able to locate the following places on a map:

(1) Amur River
(2) Indo-China
(3) Mongolia
(4) Tibet
(5) Peking
(6) Manchuria
(7) Nanking
(8) Tientsin
(9) Hong Kong
(10) Canton
(11) Shanghai
(12) Yangtze
(13) Vladivostok
(14) Burma
(15) Korea
(16) Port Arthur
(17) Trans-Siberian R.R.
(18) Tokyo
(19) Persia
(20) Shantung Peninsula

4. Study the map on page 656. Why can it be said that the area of northeast China and adjoining regions has long been one of the world's trouble zones? What reasons would there be for the interest of both Russia and Japan in the area? Of what significant value was this area in the years before the first World War? In the years since the second World War?

(Chapter XVI)

1. Be able to locate each of the following:

(1) Alsace
(2) Lorraine
(3) Berlin
(4) Triple Alliance
(5) Dual Alliance
(6) Triple Entente
(7) Balkans
(8) Ottoman Empire
(9) Constantinople
(10) Adriatic Sea
(11) Black Sea
(12) Rumania
(13) Serbia
(14) Bosnia
(15) Herzegovina
(16) Austro-Hungary Empire
(17) Croatia
(18) Slovenia
(19) Bulgaria
(20) Greece
(21) Crete
(22) Sarajevo
(23) North Sea

2. What does the map on page 671 reveal about the nature of the land fighting in First World War?

a. Be able to locate each of the following places:

(1) Switzerland
(2) Belgium
(3) East Prussia
(4) Marne River
(5) English Channel
(6) London
(7) North Sea
(8) Rotterdam
(9) Copenhagen
(10) Norway
(11) Gibraltar
(12) Ireland
(13) Jutland
(14) Tyrol
(15) Trieste
(16) Ukraine
(17) Dardanelles
(18) Bosporus
(19) Sea of Marmara
(20) Serbia
(21) Verdun
(22) St. Petersburg
(23) Brest-Litovsk
(24) Baltic States
(25) Chateau-Thierry
(26) Argonne

3. The maps on pages 700-1, 528-9, and 437 in the text may be used as the basis for an outline map of Europe on which you show the political boundaries of Europe in 1923 including the terms of the Peace of Paris of 1919 and other postwar settlements. How does the map of Europe differ

now from that of Europe in 1914? How closely does it now conform to the distribution of language groups in Europe?

a. Be able to locate each of the following places:

(1) Baltic States
(2) Poland
(3) Austria
(4) Hungary
(5) Paris
(6) Geneva
(7) Saar
(8) Danzig
(9) Czechoslovakia
(10) Russia
(11) Yugoslavia
(12) Turkey
(13) Syria
(14) Lebanon
(15) Palestine
(16) Iraq
(17) Rhineland
(18) Versailles

(Chapter XVII)

1. Study the maps on pages 528-9, 730-1, and 700-1. Describe the territorial losses of Russia from 1918 to 1922. Explain this statement: "Russia had lost thousands of square miles of territory and buffer areas acquired over the centuries by the tsars. They were to remain lost until the second World War."

2. Study the map on pp. 730-1 and the accompanying caption. What general observations can you make about the outstanding geographical features of the U.S.S.R.?

a. Be able to locate each of the following places in connection with the Five Year Plan?

(1) USSR
(2) Russia
(3) Ural Mountains
(4) Magnitogorsk
(5) Stalinsk
(6) Turkestan
(7) Siberia
(8) Lake Balkhash
(9) Altai Mountains
(10) Kazakh S.S.R.
(11) Uzbek S.S.R.
(12) Tashkent
(13) Don River
(14) Volga River

(Chapter XVIII)

1. Study the map of Europe in 1923 on pages 700-1: (a) Name the new states that emerged from the pre-1914 empires and (b) locate the major sources of boundary disputes immediately following the first World War.

2. Study the maps of Asia on pages 650-1 and on the papers at the back of the text. Be able to locate the following places:

   - (1) India
   - (2) Dutch Indies
   - (3) Indo-China
   - (4) Persia
   - (5) China
   - (6) Turkey
   - (7) Calcutta
   - (8) Shanghai
   - (9) Caspian Sea
   - (10) Anatolian Peninsula
   - (11) Ankara
   - (12) Pakistan
   - (13) Peking
   - (14) Hong Kong
   - (15) Singapore
   - (16) Japan
   - (17) Nanking
   - (18) Manchuria
   - (19) Mukden
   - (20) Korea

(Chapter XIX)

1. Consult the map on pp. 700-1. Can you locate the trouble zones of the 1930's?

(Chapter XX)

1. Study the map on pp. 834-5, "Europe, 1942." Which areas had been incorporated into Hitler's "Empire" since 1938? Which states were allied with Germany in the war? Occupied by the Axis? At war against the Axis?

   a. Be able to locate each of the following places:

   - (1) Poland
   - (2) Germany
   - (3) Estonia
   - (4) Latvia
   - (5) Lithuania
   - (6) Leningrad
   - (7) Norway
   - (8) Denmark
   - (9) Netherlands
   - (10) Belgium
   - (11) Ardennes Forest
   - (12) English Channel
   - (13) Dunkirk
   - (14) Vichy
   - (15) London
   - (16) Yugoslavia
   - (17) Greece
   - (18) Ukraine
   - (19) Crimea
   - (20) Sebastopol
   - (21) Moscow
   - (22) Stalingrad
   - (23) Caucasus
   - (24) Caspian Sea
   - (25) Don River
   - (26) Volga River

2. Study the maps on pages 842-3. Explain the position of the Axis partners at the point of their maximum advances in 1942. What over-all global threat seemed within the realm of possibility? What major phases of the war are shown for the Atlantic theater? for the Pacific theater?

   a. Be able to locate each of the following:

      (1) Axis Powers
      (2) Allied Powers
      (3) Australia
      (4) Coral Sea
      (5) Midway Islands
      (6) Solomon Islands
      (7) Algeria
      (8) Morocco
      (9) Tunisia
      (10) El Alamein
      (11) Suez Canal
      (12) Libya
      (13) Arctic Ocean
      (14) Persian Gulf
      (15) Sicily
      (16) Normandy
      (17) Rhine River
      (18) Ruhr Valley
      (19) Berlin
      (20) New Guinea
      (21) Okinawa
      (22) Iwo Jima
      (23) Hiroshima
      (24) Nagasaki
      (25) Casablanca
      (26) Cairo
      (27) Teheran
      (28) Yalta
      (29) Potsdam
      (30) Dairen

3. On an outline map of Europe, indicate the major political boundaries of Europe in 1955. Use the information from the maps on pages 222, 730-1 and front end papers. Show also: (a) Russian territorial expansion in Eastern and Central Europe during and after the second World War; (b) changes in the Polish-German border in the same years. Which of the new Russian areas were Russian in the years before the first World War? Which were not? Which European areas and states have been in the Soviet sphere of influence since the second World War?

4. Study the map on pp. 852-3. "The World, 1955" and the papers at the back of the book. What major political changes have taken place in the world since the second World War? Which areas of the World map have been in the Soviet sphere of influence since the second World War?

F. Identifications

1. Abdul-Aziz
2. Abdul-Hamid II
3. Adenauer, Konrad
4. Aehrenthal, Count von
5. Alexandra, Tsarina
6. Alfonso XIII
7. Arabi, Col.
8. Attlee, Clement
9. Badoglio, Pietro
10. Baldwin, Stanley
11. Baring, Evelyn
12. Baruch, Bernard
13. Beatty, Admiral
14. Bell, Alexander
15. Benes, Eduard
16. Beria, Lavrenti
17. Blum, Leon
18. Borodin
19. Brousse
20. Briand, Aristide
21. Bukharin
22. Bulganin, Nikolai
23. Casement, Roger
24. Chamberlain, Neville
25. Charles I
26. Chiang Kai-shek
27. Chou En-lai
28. Churchill, Winston
29. Chu Teh
30. Clemenceau, Georges
31. Clementis, Vladimir
32. Cleveland, Grover
33. Coughlin, Charles E.
34. Daladier, Edouard
35. Danilevsky, N. I.
36. de la Rocque
37. Denikhim
38. Diaz, Porfirio
39. Dollfuss
40. Dostoevski
41. Edward VIII
42. Eisenhower, Dwight D.
43. Erzberger, Matthias
44. Falkenhayn, General von
45. Foch, Ferdinand
46. Francis Ferdinand
47. Gandhi, Mohandas
48. Gapon, Father
49. Gaulle, Charles de
50. Gladstone, William E.
51. Goebbels, Dr.
52. Goering, Hermann
53. Gombos, Julius
54. Gompers, Samuel
55. Gomulka, Wladyslaw
56. Gordon, General
57. Grey, Sir Edward
58. Hayes, R. B.
59. Henderson, Arthur
60. Herriot, Edouard
61. Hindenburg, General von
62. Hitler, Adolf
63. Hobson, J. A.
64. Ho Chi Minh
65. Hoffman, General
66. Hoover, Herbert
67. Horthy, Admiral
68. Hussein
69. Ismail, Khedive
70. Isvolski
71. Jellicoe, Admiral
72. Joffre, Marshal
73. Jouhaux, Leon
74. Juarez, Benito
75. Kamenev, Leo
76. Kemal, Mustapha
77. Kerenski, Alexander
78. Khrushchev, Nikita
79. Kirov, Serge
80. Kitchener, General H. H.
81. Kolchak, Admiral
82. Kornilov, General

83. Kruger, Paul
84. Kun, Bela
85. Laval, Pierre
86. Lawrence, Colonel T. E.
87. Leopold II
88. Liebknecht, Karl
89. Livingstone, Dr. David
90. Long, Huey P.
91. Ludendorf, General
92. Lvov, Prince
93. MacArthur, Douglas
94. MacDonald, Ramsey
95. Malenkov, Georgi
96. Mao Tse-tung
97. Marchand, Captain J. B.
98. Marshall, George C.
99. *Martov, L.*
100. Masaryk, Thomas
101. Max of Boden, Prince
102. Maximilian
103. Metaxas, John
104. Midhat, Pasha
105. Mikolajczyk, Stanislaw
106. Mindszenty, Cardinal Joseph
107. Miramon
108. Mohammed Ali
109. Moltke, Helmuth von (The Younger)
110. Muller
111. Mussolini, Benito
112. Nehru, Jawaharlal
113. Nicholas II
114. Nivelle, General
115. Orlando, V. E.
116. Paderewski
117. Pauker, Ana
118. Pershing, General J. J.
119. Petain, Marshal
120. Peters, Karl
121. Petkov, Nikola
122. Pilsudski, Marshal
123. Plehve
124. Pobyedonostsev
125. Poincare, Raymond
126. Radek, Karl
127. Rajk, Laszlo
128. Rasputin
129. Rathenau, Walter
130. Rhee, Syngman
131. Rhodes, Cecil
132. Rimski-Korsakov
133. Roosevelt, Franklin D.
134. Rosenberg, Alfred
135. Schleicher, General von
136. Selassie, Haile
137. Slansky, Rudolf
138. Smigly-Rydz, Edward
139. Smith, Gerald L. K.
140. Smuts, General
141. Stalin, Joseph
142. Stanley, H. M.
143. Stephenic, Aloysius
144. Stolypin, Peter
145. Stresemann, Gustav
146. Sun Yat-sen
147. Tewfik, Khedive
148. Tito
149. Tojo, Hideki
150. Tolstoi, Leo
151. Trotsky, Leon
152. Truman, Harry S.
153. Tschaikovsky
154. Tukhachevski, Marshall
155. Turgenev, Ivan
156. Tyutchev
157. Victoria
158. Willkie, Wendell
159. Wilson, Woodrow
160. Wrangel, General
161. Yuan Shih-kai
162. Zimmerman, Alfred
163. Zola, Emile
164. Zukhov, Gregory

G. Visual Aids

1.	Before the Raid	(30 min.)	C.P.L.M.	
2.	Causes and Immediate Effects of the First World War	(23 min.)		
3.	China	(18 min.)	C.P.L.M.	
4.	China's 400 Million	(65 min.)	C.P.L.M.	
5.	China Under Communism	(22 min.)	B.V.E.M.	
6.	Czechoslovakia	(10 min.)	C.P.L.M.	
7.	D Day	(25 min.)	C.P.L.M.	
8.	Desert Victory	(65 min.)	C.P.L.M.	
9.	Face of Red China	(54 min.)	B.V.E.M.	
10.	First Moscow Purge Trials	(27 min.)	B.V.E.M.	
11.	First Seize His Books	(20 min.)	B.V.E.M.	
12.	Five Year Plan	(16 min.)	C.P.L.M.	
13.	Formosa: Island of Promise	(17 min.)	C.P.L.M.	
14.	Germany Today	(25 min.)	B.V.E.M.	
15.	Hitler Invades Poland	(27 min.)	B.V.E.M.	
16.	Iron Curtain Lands	(20 min.)	B.V.E.M.	C
17.	Louis Pasteur	(22 min.)	B.V.E.M.	
18.	Mahatma Gandhi	(19 min.)	C.P.L.M.	
19.	Man of the Century—Churchill	(54 min.)	B.V.E.M.	
20.	The Munich Tragedy	(26 min.)	C.P.L.M.	
21.	Mussolini	(27 min.)	B.V.E.M.	
22.	Nationalism	(19 min.)	C.P.L.M.	
23.	A Nation is Born	(20 min.)	C.P.L.M.	
24.	News Parade—one 10 min. reel for each year since 1924	(10 min. each)	C.P.L.M.	
25.	Normandy Invasion	(19 min.)	C.P.L.M.	
26.	On Mediterranean Shores	(22 min.)	B.V.E.M.	
27.	The Philippine Republic	(16 min.)	C.P.L.M.	
28.	Promise of Pakistan	(20 min.)	B.V.E.M.	
29.	Report on Japan	(19 min.)	B.V.E.M.	
30.	Russia	(24 min.)	C.P.L.M.	C
31.	Rise of Adolf Hitler	(27 min.)	B.V.E.M.	
32.	Stanley Finds Livingstone	(27 min.)	B.V.E.M.	
33.	Tito: New Ally?	(18 min.)	C.P.L.M.	
34.	Toward a Better World: Ten Years of the United Nations		B.V.E.F.S.	
35.	World War I	(28 min.)	C.P.L.M.	
36.	World War II	(28 min.)	C.P.L.M.	

CHECK-LIST OF TERMS

It is expected that students in the AP course will acquire a knowledge of the meanings of these terms and their significance in history.

1. Absolutism
2. Agnosticism
3. Agrarian
4. Alchemy
5. Anabaptists
6. Anarchism
7. Anglicanism
8. Annates
9. Anti-semitism
10. Arbitration
11. Aristocracy
12. Armed neutrality
13. Assignats
14. Austroslavism
15. Autocracy
16. Balance of power
17. Baroque
18. Behaviorism
19. Benevolence
20. Bilateralism
21. Blockade
22. Bolshevism
23. Bonapartism
24. Bureaucracy
25. Cahiers
26. Cameralism
27. Capitalism
28. Capitulation
29. Cartel
30. Catechism
31. Celibacy
32. Censorship
33. Chartism
34. Chronology
35. Ciceronianism
36. Coalition
37. Collective security
38. Communism
39. Concentration camp
40. Confederation
41. Conservatism
42. Constituent
43. Constitutionalism
44. Consubstantiation
45. Consulate
46. Continental system
47. Corporation
48. Corporative state
49. Cosmopolitanism
50. Coup d'etat
51. Currency
52. Dantonists
53. Darwinism
54. Decembrists
55. Dechristianization
56. Democracy
57. Depression
58. Devaluation
59. Dictatorship
60. Disarmament
61. Dissenters
62. Domestic system
63. Dynasty
64. Ecclesiastical
65. Eclecticism
66. Emancipation
67. Emigration
68. Emigrés
69. Enclosures
70. Enlightened despotism
71. Episcopacy
72. Evolution
73. Excommunication
74. Expressionism
75. Extraterritoriality
76. Extreme unction
77. Fascism
78. Febronianism
79. Federation
80. Fenians
81. Feudalism
82. Free trade
83. Gallicanism
84. General strike
85. Girondists
86. Guild
87. Hebertists
88. Heresy
89. Humanism
90. Huguenots
91. Humanitarianism
92. Hussites
93. Imperialism
94. Impressionism
95. Individualism
96. Indulgences
97. Inquisition
98. Interdict
99. Investiture
100. Irrationalism
101. Irredentism
102. Jacobins
103. Jacobites
104. Janissaries
105. Jansenism
106. Judaism
107. Junkers
108. Laissez-faire
109. Legitimacy
110. Lend-lease
111. Liberalism
112. Liberum veto
113. Limited liability
114. Literacy
115. Mandate
116. Manorial system
117. Mercantilism
118. Methodism
119. Migration
120. Minorities
121. Modernism
122. Monarchy
123. Monasticism
124. Monopoly
125. Mysticism

126. Nationalism
127. Natural law
128. Natural selection
129. Naziism
130. Neutrality
131. Nihilism
132. Nonconformist
133. Ordination
134. Pacifism
135. Paleography
136. Pan-Islamism
137. Pan-Slavism
138. Papacy
139. Parliamentary system
140. Patrimony
141. Philosophical radical
142. Physiocrat
143. Pietism
144. Planned economy
145. Plebiscite
146. Popular front
147. Populism
148. Pragmatic sanction
149. Predestination
150. Propaganda
151. Proportional representation
152. Protectionism
153. Protocol
154. Ptolemaic system
155. Putting-out system
156. Quantum theory
157. Racialism
158. Realism
159. Referendum
160. Relativity
161. Reparations
162. Restitution
163. Restoration
164. Revisionism
165. Romanticism
166. Sacrament
167. Schism
168. Scepticism
169. Secularism
170. Slavophilism
171. Socialism
172. Sovereignty
173. Spartacist
174. Squirearchy
175. Succession
176. Syndicalism
177. Technology
178. Thermidorean reaction
179. Totalitarianism
180. Transubstantiation
181. Trotskyism
182. Ultramontanism
183. Universalization
184. Urbanization
185. Westernization
186. White man's burden
187. Witchcraft
188. Zionism

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Wittels, F., *Freud and His Time*, Grosset, 1958.

CHAPTER XV — EUROPE'S WORLD SUPREMACY

Lenin, V. I., *Imperialism, the Highest Stage of Capitalism*, International Publications, 1945.

Rippy, J. F., *Latin America and the Industrial Age*, Putnam, 1947.

Wieschoff, H. A., *Colonial Policies in Africa*, University Museum, 1934.

CHAPTER XVI — THE FIRST WORLD WAR

Fay, F. B., *The Origins of the World War*, Macmillan, 1938.

Sontag, R. J., *European Diplomatic History, 1871-1932*, Appleton, 1945.

CHAPTER XVII — THE RUSSIAN REVOLUTION

Borkevau, F., *European Communism*, Harper, 1953.

Carr, E. H., *The Soviet Impact on the Western World*, Macmillan, 1954.

Hare, R., *Pioneers of Russian Social Thought*, Oxford, 1951.

Hill, C., *Lenin and the Russian Revolution*, Macmillan, 1950.

Hunt, R. N. C., *Marxism: Past and Present*, Macmillan, 1955.

Wolfe, B. D., *Three Who Made a Revolution*, Dial, 1960.

CHAPTER XVIII — THE APPARENT VICTORY OF DEMOCRACY

Holborn, H., *The Political Collapse of Europe*, Knopf, 1951.

Kohn, H., *The Twentieth Century*, Macmillan, 1957.

Linton, R., *Most of the World*, Columbia, 1949.

CHAPTER XIX — DEMOCRACY AND DICTATORSHIP

Arendt, H., *The Origins of Totalitarianism*, Meridian, 1951.

Brogan, D. W., *The Era of Franklin D. Roosevelt*, Yale, 1951.

Gathorne-Hardy, G. M., *A Short History of International Affairs, 1920-1939*, Oxford, 1950.
McGovern, W. M., *From Luther to Hitler*, Houghton, 1941.

CHAPTER XX — THE CATACLYSM: THE SECOND WORLD WAR AND ITS AFTERMATH

Fenno, R. F. Jr., *The Yalta Conference*, Heath, 1955.
Toynbee, A. J., *The World and the West*, Oxford, 1953.
Ward, B., *Faith and Freedom*, Doubleday, 1958.

SEMINAR—INDIVIDUALIZED STUDY—REVIEW

(13-15 days)

Since a major purpose of the student in enrolling in the AP European History course is that of establishing his eligibility for college credit on the basis of achievement on the Advanced Placement Examination, there is need to bear in mind the three aspects of European history study which the examination will cover:

"First, the examination will test whether the student has an adequate knowledge of the general narrative of European history from 1450 to 1939 ...."

"Second, the student's specific and intensive knowledge of whichever one of the following four periods of European History he has selected as his period of concentration will be tested ......"

(a) 1450-1600 (b) 1660-1789 (c) 1789-1870 (d) 1870-1939

(For specific topics to be covered for each of these periods see pages 1-3.)

"Third and equally important, the examination will test the student's ability to see the facts of history in context; distinguish causes, results, and significance; read historical materials in a discriminating way and write effectively; and to weigh evidence and reach conclusions on the basis of facts, not prejudice . . ."

In order that students might be able to prepare adequately for this examination the time allocated to the study of the two major units included in the second semester's work has been held to approximately fourteen weeks. Since the Advanced Placement Examination is usually held during the third week of May, it is suggested that during the final week of April the class might well begin a period of intensive preparation.

The type of classroom activities scheduled during this period should vary, depending upon the needs and interests of individual students as reflected in their choices of periods of concentration. Seminars, with students electing the same period of concentration assuming responsibility for review activities relating to that period, might well be in order. There should also be much individual work with student's papers relating to their particular periods of concentration. Intensive review activities should be provided even for those periods of concentration not selected by any members of the class. Finally, the activities of this preparation period should emphasize the development of the various abilities described under the third aspect of European history study as outlined above. In short, these thirteen to fifteen days should be used to enable each student to achieve his best possible mark on the examination.

BASIC LIBRARY
for the
INTRODUCTION OF AT-AP WORLD-EUROPEAN HISTORY
in
SENIOR HIGH SCHOOLS

A substantial part of the cost incidental to the introduction of a special course in World History for Academically Talented pupils and an Advanced Placement European History Course is represented by the outlay necessary for the purchase of adequate supplementary reading materials.

These materials include:

(A) Basal textbooks
(B) Supplementary General or Period Accounts
(C) Books of General Reference
(D) Collections of Historical Readings
(E) Materials Dealing with Issues in Historical Interpretation
(F) Specialized Topics and Accounts

The use of *paperbacks* offers some help in reducing the cost of these materials. However, if such books are to be subjected to extensive use over a period of several semesters, schools would be well advised to rebind them with "hard" or cloth covers before issuing them to pupils. Some paperbacks, those costing less than one dollar, are so inexpensive that schools may wish to encourage pupils to purchase their own individual copies.

The number of copies of each title needed will depend upon the size of the class. In general, each pupil should be provided with a copy of the basal text. For books of general reference—atlases, dictionaries, and encyclopedias—one copy might well meet the needs of an entire class. Of those titles in which readings are to be assigned to all members of the class, there should be a minimum of one copy for each three pupils—a class of twelve would require at least four copies. Such books might be placed on reserved shelves in the school library according to the following code:

at **World History for Academically Talented Pupils***
ap **Advanced Placement European History****
b **both of these courses**

(A) Basal Textbooks

at Any acceptable senior high World History text
ap Any *one* of
Brinton, Crane J., and others *History of Civilization*, (2 vols.), Prentice-Hall, 1960 $8.50 ea.*
Ferguson, W. K., and G. Bruun, *A Survey of European Civilization*, Houghton, Mifflin, 1958 $9.75
Palmer, R. R., and J. Colton, *History of the Modern World*, (text. ed.), Knopf, 1961 $7.50

Whichever book is selected, several copies of each of the others might be made available for supplementary use, both in Academically Talented and Advanced Placement classes. However, the Academically Talented class should not make use of the basal Advanced Placement textbook.

(B) Supplementary, General or Period Accounts

b Bruun, Geoffrey, *Nineteenth Century European Civilization, 1815-1914*, Oxford University Press, 1960 (paper) $1.50
ap Clough, S., *Economic Development of Western Civilization*, McGraw-Hill, 1959 $7.90
b Ergang, Robert, *Europe from the Renaissance to Waterloo*, Heath, 1954 $8.25
ap Hall, W. P., and W. S. Davis, *The Course of Europe Since Waterloo*, Appleton-Century-Crofts, 1957 $6.75
ap Hayes, Carlton J., *Modern Europe to 1870*, Macmillan, 1953 $7.00
at Katz, Solomon, *The Decline of Rome and the Rise of Medieval Europe*, Cornell University Press, 1955 (paper) $1.25
b Langsam, Walter, *The World Since 1919*, Macmillan, 1954 $6.75
at Painter, Sidney, *A History of the Middle Ages*, Knopf, 1953 $6.00
ap Pirenne, H., *Economic and Social History of Medieval Europe*, Harcourt, Brace, and World, 1956 (paper) $1.25
at Robinson, Charles A., Jr., *Ancient History*, Macmillan, 1951 $6.95
ap Schevill, Ferdinand, *A History of Europe from the Reformation to the Present Day*, Harcourt, Brace, and World, 1951 $7.95
ap Sontag, R. J., *European Diplomatic History, 1871-1932*, Appleton-Century-Crofts, 1945 $5.50
ap Strayer, Joseph R., *Western Europe in the Middle Ages*, Appleton-Century-Crofts, 1955 (paper) $1.95

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* An advanced regular World History course offered to gifted pupils in the 10th grade. Only the abler of these pupils will enroll in the AP course.

** Course offered in the 12th grade as a means of earning college credit in European History by passing the CEEB Advanced Placement Examination in that subject.

(C) Books of General Reference

b Langer, William, (ed.), *Encyclopedia of World History*, (text edition), Houghton, Mifflin, 1952 $6.50

b Palmer, R. R., (ed.), *Atlas of World History*, Rand McNally, 1958 $5.00

* Prices quoted are list prices given in *Books in Print*, 1962. Discounts, averaging about 20%, will vary with publishers.

(D) Collections of Historical Readings

ap Baumer, Franklin L. V., (ed.), *Main Currents in Western Thought*, Knopf, 1952 $6.50

ap Baltzly, A., and A. William Salomone, (eds.), *Readings in Twentieth Century History*, Appleton-Century-Crofts, 1952 $6.00

at Beatty, J. L., and O. A. Johnson, (eds.), *Heritage of Western Civilization*, Prentice-Hall, 1958 $7.95

at Knoles, G. G., and R. K. Snyder, (eds.), *Readings in Western Civilization*, Lippincott, 1960 $7.50

ap Scott, J. F., and Alexander Baltzly, *Readings in European History Since 1814*, Appleton-Century-Crofts, 1954 $5.00

at Stavrianos, L. S., (ed.), *Readings in World History*, Allyn & Bacon, 1963, cloth $6.00, paper $4.00

ap Sterans, Raymond P., *Pageant of Europe*, Macmillan, n.d. $7.95

See also some of the titles listed under "Anvil" in (F) Specialized Topics and Accounts.

(E) Materials Dealing with Issues in Historical Interpretation

Select Problems in Historical Interpretation Series, by Thomas C. Mendenhall and others, Holt, Rinehart, and Winston, various dates (paper)

ap *Ideas and Institutions in European History, 800-1715*, 1948 $4.50

ap *The Quest for a Principle of Authority in Europe, 1715-Present*, 1948 $4.50

ap *Problems in Western Civilization: The Individual and the State in the Western Tradition*, 1956 $3.85

ap *Problems in European Civilization* Series, D. C. Heath, various dates (paper) price, $1.50 each

Adams, A. E., (ed.), *The Russian Revolution and the Bolshevik Victory*, 1960

Amann, P., (ed.), *The Eighteenth Century Revolution—French or Western?*, 1963

Church, W. F., (ed.), *The Greatness of Louis XIV — Myth or Reality?*, 1959

Dannenfeldt, K. H., (ed.), *The Renaissance—Medieval or Modern?*, 1959

Green, R. W., (ed.), *Protestantism and Capitalism*, 1959

Greenlaw, R. W., (ed.), *The Economic Origins of the French Revolution*, 1958

Havighurst, A. F., (ed.), *The Pirene Thesis: Analysis, Criticism, and Revision*, 1958
Hamerow, T. S. (ed.), *Otto von Bismarck—A Historical Assessment*, 1962
Kranzberg, M., (ed.), *1848: A Turning Point?*, 1959
Lederer, I. J., (ed.), *The Versailles Settlement*, 1960
Lee, D. E., (ed.), *The Outbreak of the First World War*, (revised), 1963
Schwarz, H. F., (ed.), *Metternich, the "Coachman of Europe"*, 1962
Snell, J. L., (ed.), *The Nazi Revolution*, 1959
—, *The Outbreak of the Second World War*, 1962
Spitz, L. W., (ed.), *The Reformation—Material or Spiritual?*, 1962
Taylor, P. A. M., (ed.), *The Industrial Revolution in Britain*, 1958
Wright, H. M., (ed.), *The "New Imperialism"*, 1961

ap Setton, Kenneth, and H. R. Winkler, *The Great Problems in European Civilization*, Prentice-Hall, 1954 $7.00

(F) Specialized Topics and Accounts

Anvil Books, Van Nostrand, various dates. (paper) $1.25 each

b Bainton, Roland H., *The Age of the Reformation*, 1956 #13
b Downs, Norton, (ed.), *Basic Documents of Medieval History*, 1958 #38
ap Gershoy, Leo, *Era of the French Revolution*, 1957 #22
ap Kennan, George F., *Soviet Foreign Policy, 1917-1941*, 1960 #47
b Kohn, Hans, *Basic History of Modern Russia*, 1957 #24
b —, *Nationalism: Its Meaning in History*, 1955 #8
b Langsam, Walter, (ed.), *Historic Documents of World War II*, 1958 #34
at McKendrick, Paul, *The Roman Mind at Work*, 1958 #35
ap Salvadori, Massimo, *Cavour and the Unification of Italy*, 1961 #53
b Snyder, Louis L., *The Age of Reason*, 1955 #6
b —, *The World in the Twentieth Century*, 1955 #4
b —, (ed.), *Fifty Major Documents of the Nineteenth Century*, 1955 #10
b —, *Historic Documents of World War I*, 1958 #33
at Ashton, T. S., *The Industrial Revolution*, Oxford University Press, 1948 (paper) $1.70
ap Becker, Carl, *The Heavenly City of the Eighteenth Century Philosophers*, Yale University Press, 1959 (paper) $1.45
ap Beloff, Max, *The Age of Absolutism, 1660-1815*, Harper, (Torchbooks), 1962 (paper) $1.25

Berkshire Studies in European History, Holt, Rinehart, and Winston, various dates (paper) $1.60 each

at Ferguson, Wallace, *The Renaissance*, 1940
at Gershoy, Leo, *The French Revolution*, 1932

b Karpovich, Michael, *Imperial Russia, 1801-1917*, 1932

b Knapton, Ernest, *France Since Versailles*, 1952

b May, Arthur J., *The Age of Metternich*, 1933

b Mosse, George L., *The Reformation*, 1953

at Packard, L. B., *The Age of Louis XIV*, 1929

b Salvadori, M., *The Rise of Modern Communism*, 1958

ap Trotter, Reginald G., *The British Empire-Commonwealth*, 1932

ap Brinton, Crane, *The Shaping of Modern Thought*, Prentice-Hall, (Spectrum), 1963 (paper) $1.95

ap Butterfield, H., *The Origins of Modern Science, 1300-1800*, Macmillan, 1958 (paper) $1.25

at Chiera, Edward, *They Wrote on Clay*, University of Chicago Press, 1955 (paper) $1.50

at Davis, W. S., *A Day in Old Rome*, Allyn & Bacon, 1960 $3.95

b Ganshof, F. L., *Feudalism*, Harper, (Torchbooks), 1961 (paper) $1.65

ap Gardner, H., *Arts Through the Ages*, Harcourt, Brace, and World, 1959 (text edition) $7.25

at Glover, T. R., *The Ancient World*, Penguin, 1945 (paper) $1.25

b Hall, A. R., *The Scientific Revolution, 1500-1800*, Beacon, 1956 $1.75 (paper)

at Hartman, Gertrude, *Medieval Days and Ways*, Macmillan, 1937 $4.50

at Howells, William V., *Back of History*, Random, 1954 $3.50

ap Laski, H. J., *The Rise of European Liberalism*, Humanities, 1956 $3.00

b Lefebvre, George, *The Coming of the French Revolution*, Vintage, 1957 (paper) $1.25

at Lucas, Mary S., *Vast Horizons*, Viking, 1943 $4.00

ap Manuel, F. E., *The Age of Reason*, Cornell University Press, 1958 (paper) $1.25

ap Nicolson, Harold, *The Congress of Vienna*, Viking, 1961 (paper) $1.45

b Noss, William B., *Man's Religions*, Macmillan, 1956 $6.25

ap Painter, Sidney, *The Rise of Feudal Monarchies*, Cornell University Press, 1959 $1.25 (paper)

at Pirenne, H., *Mohammed and Charlemagne*, Meridian, 1951 (paper) $1.45

b Postgate, Raymond, *Revolution from 1789 to 1806*, Harper, (Torchbooks), 1962 (paper) $1.95

at Quennell, Marjorie, and C.H.B. Quennell, *Everyday Things in Ancient Greece*, Putnam, 1957 $3.50

ap Stephenson, Carl, *Medieval Feudalism*, Cornell University Press, 1956 (paper) $1.25

Teach Yourself History Library, Collier, n.d. (paper) $0.95 each

b Ashley, M., *Louis XIV and the Greatness of France*

at Burns, A. R., *Alexander the Great and the Hellenistic Empire*

at ———, *Pericles and Athens*

at Hale, J. R., *Machiavelli and Renaissance Italy*

at Jackson, J. H., *Clemenceau and the Third Republic*

at Markham, F. M. H., *Napoleon and the Awakening of Europe*

at Rowse, A. L., *The Use of History*

at Simmons, Jack, *Livingstone and Africa*

at Thompson, J. M., *Robespierre and the French Revolution*

at Williams, A. F., *Botha, Smuts, and South Africa*

ap Watkins, F., *The Political Tradition of the West*, Harvard University Press, 1948 $5.50

ap Wedgewood, C. V., *The Thirty Years' War*, Doubleday, 1956 (paper) $1.45

at Zimmern, A., *The Greek Commonwealth*, Modern Library, 1956 (paper) $1.95

Inexpensive "paperbacks" which pupils might be encouraged to purchase for their own use

b Childe, V. Gordon, *What Happened in History*, Penguin, n.d. $0.95

at Dudley, Donald R., *The Civilization of Rome*, New American Library, 1960 50¢

at Lamb, Harold, *The Crusades*, Bantam, 1962 75¢

at Pirenne, H., *Medieval Cities*, Doubleday, (Anchor), 1956 95¢

at Van Loon, Hendrik, *The Story of Mankind*, Washington Square, 1960 60¢